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THE UNIVERSITY OF ALBERTA

EDUCATOR BURNOUT AND ITS RELATIONSHIP TO JOB SATISFACTION, ROLE CLARITY, AND JOB CHALLENGE

by

JAMES CHRISTOPHER SARROS

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
FALL 1986

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David Friesen

Supervisor

Walter H. Gmelch

External Examiner

Date July 14, 1986

ABSTRACT

The purposes of this study were to describe the nature of burnout among teachers and school-based administrators, to explore the differences in burnout between teachers and administrators, and to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout. The sample of 763 educators from the Edmonton Catholic School District who participated in the study consisted of 635 teachers, 66 principals, and 62 assistant principals.

A 72-item survey questionnaire was used in the collection of data. Section A of the questionnaire focused on the selected background variables of the sample. Section B contained a 27-item job satisfaction instrument, Section C a six-item job characteristics instrument, and Section D the 22-item Maslach Burnout Inventory. Section E was an open-ended response section.

Data were statistically analysed through correlation analysis, multiple stepwise linear regression analysis, analysis of variance, t-tests, and factor analysis. Open-ended responses were subjected to content analysis.

Teachers exhibited less Emotional Exhaustion and Depersonalization burnout, and more Personal Accomplishment burnout than the samples from which the norms for each sub-scale of burnout were developed. Administrators recorded lower levels of burnout for each sub-scale compared with the established norms. Teachers recorded significantly more Emotional Exhaustion and Personal Accomplishment burnout than administrators.

Male educators (teachers and administrators) recorded significantly more Depersonalization burnout than female educators. Further, there was a tendency for higher burnout scores among senior-high school teachers and teachers in schools of 600 or more students, educators who had been in their current position for 11 or more years, educators with a desire to leave education, educators whose desire for promotion was low to moderate and who indicated poor to moderate opportunities for promotion, educators whose work was rarely to occasionally interesting, whose job was moderately to extremely stressful, and who were dissatisfied to considerably satisfied with work.

For teachers, "Satisfaction with Work Load," "Satisfaction with Status and Recognition," and "Job Challenge" were significant predictors of Emotional Exhaustion burnout. "Job Challenge," and "Satisfaction with Status and Recognition" were significant predictors of Depersonalization Burnout. "Satisfaction with Status and Recognition," "Job Challenge," "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits" were significant predictors of Personal Accomplishment burnout.

For administrators, "Satisfaction with Work Load" was the significant predictor of Emotional Exhaustion burnout. "Satisfaction with Status and Recognition" was the significant predictor of Depersonalization burnout. "Satisfaction with Interpersonal Relationships," "Satisfaction with Security and Involvement," "Satisfaction with Advancement," and "Satisfaction with Autonomy" were significant predictors of Personal Accomplishment burnout.

"Role Clarity" was not a statistically significant predictor of burnout for both teachers and administrators.

In general, work situations identified by the respondents as contributing to feelings and attitudes associated with burnout were similar in content to the significant predictors of each burnout sub-scale.

The findings of this study indicate a fairly high level of Personal Accomplishment burnout among teachers and administrators. Further research is needed to examine the nature of Personal Accomplishment burnout and its relationship to status, recognition, and advancement prospects among school-based educators.

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Chapter I

OVERVIEW AND PURPOSE OF THE STUDY

A. INTRODUCTION

Burnout is a term used to describe various consequences of stressful and demanding work conditions. In general, research has focused on burnout as a result of the everyday emotional interactions among helpers and clients in helping service professions such as therapy, social work, and counseling. From this perspective, Freudenberger (1974:160) defined burnout as "a state of physical and emotional depletion resulting from conditions of work."

However, Blase (1982:94) claimed that the concept of burnout based on the experiences of helping service professionals may be limited both in scope and research design. He suggested that other critical dimensions of burnout may be uncovered by including more relevant data from educators. Further, Farber (1983:5) and Maslach (1978a:114) asserted that the nature of the work role and the nature of the work setting should be explored as work-related aspects in the etiology of burnout. The following research was proposed with these suggestions in mind.

Specifically, the study examined the relationships between burnout, role clarity, job challenge, and job satisfaction. Cherniss (1980b:80-92) maintained that "burnout can greatly affect job satisfaction . . . [while] role conflict, role ambiguity, and the amount of challenge . . . will contribute to high levels of stress, strain, and burnout" in those who occupy work roles. Other research findings (e.g., Blase, 1982; Matteson and Ivancevich, 1982; Pines, Aronson and Kafry, 1981; Veninga and Spradley, 1981) revealed that job satisfaction, job challenge, and role clarity were related to burnout. In particular, Pines et al. (1981:34) stated that burnout as a consequence of negative work stress and work-related discontent may be reduced by increasing the challenge of the job. Similarly, Cherniss (1980b:55) mentioned that "jobs that are high in autonomy, challenge, and feedback will be more likely to contribute to psychological success, and the incidence of burnout will be lower."

An examination of the relationship between burnout and these work variables, specifically in an educational context, has been limited. For instance, Anderson and Iwanicki (1984), Schwab and Iwanicki (1982a,b), and Seiler and Pearson (1984) concluded that research findings on educator burnout are inconsistent, inconclusive, and in need of further clarification. The present study explored further the relationships among educator burnout and work-related factors.

B. PURPOSES OF THE STUDY

The major purposes of this study were to describe the nature of burnout among teachers and school-based administrators, to explore the differences in burnout between teachers and administrators, and to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout.

Specific Objectives

The following objectives were established to fulfill these purposes:

1. To describe the nature of burnout among teachers;
2. To describe the nature of burnout among administrators;
3. To analyse differences in burnout between teachers and administrators;
4. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among teachers, and to examine aspects of the job personally identified by teachers as major contributors to feelings and attitudes representative of burnout as defined by Maslach and Jackson (1981a:1); and
5. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among administrators, and to examine aspects of the job personally identified by administrators as major contributors to feelings and attitudes representative of burnout.

C. BACKGROUND TO THE STUDY

In order to understand burnout, some knowledge of stress is necessary. According to Selye (1974:14), stress is "the nonspecific response of the body to any demand made upon it," regardless of whether that demand is pleasant or unpleasant. Selye (1974:15) asserted that the major concern "is the intensity of the demand for readjustment or adaptation" to a situation. Selye (1974:5) differentiated between the reactions of distress and eustress. Distress is the negative form of stress which originates from unpleasant experiences. This form of stress is often associated with symptoms of emotional and physical exhaustion representative of burnout. In comparison, eustress arises from pleasant experiences. According to Matteson and Ivancevich (1982:12), "eustress is necessary in your life." Eustress provides an individual with the incentive to achieve, while distress debilitates and destroys. In this study, burnout was studied as a response to distress, especially as this distress occurs in an organizational setting. This approach is consistent with the belief by Carroll and White (1981:133) that burnout develops over time and is caused by "prolonged exposure to stress and frustration."

Compared to this physiological concept of stress, the transactional model identifies stress as the result of an interaction between the individual and the environment. According to McGrath (1976:1352), stress occurs "when an environmental situation is perceived as presenting a demand which threatens to exceed the person's capabilities and resources for meeting it." Prolonged exposure to the demand results in physiological, psychological, and behavioral consequences indicative of burnout. From this transactional perspective, burnout in an organization occurs because of what Ivancevich and Matteson (1980:3) referred to as "the pandemic nature of work stress and its decremental role in individual and organizational health and effectiveness." Kamis (1980:4) indicated that "the characteristic work environment in which burnout can be observed is highly stressful."

A recent and widely accepted conceptualization of burnout was provided by Maslach and Jackson (1981a:1) who described the syndrome as "a continuous variable, ranging from low to moderate to high degrees of experienced feeling." These degrees of feeling are represented by the three sub-scales of Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout as measured by the Maslach Burnout Inventory (Maslach and Jackson, 1981a,b).

Maslach (1976:18) asserted that people in the helping professions (e.g., teachers, counselors, therapists, administrators, and others who work in a helping relationship as a major part of their job) are susceptible to burnout. In these circumstances, burnout is the result of constant interactions with clients which place added burdens on an individual's emotional and physical resources. Because teachers and administrators as helping professionals are engaged in work which according to Maslach (1978b:56) is "people-oriented . . . [and] is often emotionally difficult to handle on a continuous basis," they may have a tendency to burn out. Farber (1983:4) mentioned that educator burnout arises from a self-concept "too exclusively [based] on the attainment of unrealistic, albeit humane, goals." Moe (1979) and Scrivens (1979) contended that the failure to fulfill personal needs and goals leads to job dissatisfaction and stress, while McGuire (1979) maintained that job dissatisfaction and stress lead to burnout. Welch, Medeiros and Tate (1982:4-5) claimed that burnout among educators "is gradual . . . [and involves] the loss of meaning in what was once a dream."

Recent research on burnout in education by Anderson and Iwanicki (1984), Cedoline (1982), Farber (1984a,b), Litt and Turk (1985), MacPherson (1985), Ratsoy and Friesen (1985), and Schwab and Iwanicki (1982a,b) indicated that teachers experience burnout in varying degrees, and to a larger extent than principals. Ratsoy and Friesen (1985:110) claimed that "stress and burnout were found to be higher among teachers than among principals or central office personnel." However, the extent to which burnout is related to specific work factors has not been fully explored. For instance, studies of the relationship between burnout and job satisfaction have isolated overall job satisfaction as a predictor of burnout, without addressing individual work conditions which contribute both to job satisfaction and burnout (e.g., Anderson and Iwanicki, 1984; Brookings, Bolton, Brown and McEvoy, 1985, Jayaratne and Chess, 1983; Parasuraman and Alutto, 1984). Further, research findings are often inconsistent.

For example, some studies indicated that enthusiasm and job satisfaction are related and may contribute to burnout (e.g., Cherniss, 1980a; Freudenberger, 1974; Veninga and Spradley, 1981). However, instead of becoming dissatisfied with work, Fischer (1983:42) stated that the enthusiastic and committed employee "does not give up or reduce his [work] ideal but works even harder, with all the ensuing consequences of tension and exhaustion." Kamis (1980:4) asserted that "ironically, it is the dedicated and committed worker who is a candidate for burnout because of his/her additional internal pressures to do well." Farber (1983:9) commented that the commitment by teachers to work "is often regarded as a prerequisite to burnout and is most likely to occur in the context of a relatively high level of job satisfaction."

In comparison, other research findings indicated that lack of commitment, boredom, and job dissatisfaction are related to burnout (e.g., Blase, 1982; Cherniss, 1980b; Maslach, 1982b; Pines, 1981). According to Farber (1984b:329), "the prototypical burned-out teacher . . . is neither excessively committed nor dedicated to teaching." Cedoline (1982:95) mentioned the "era of limited job satisfaction in which the mental anxiety of teachers is at an all-time high" as a major contributor to burnout in education. Because of the short-comings in research findings, the present study examined further the relationship between job satisfaction and burnout in education.

The extent to which role clarity, job challenge, and job satisfaction are related to burnout was another focus of this study. Role clarity as defined by Walsh, Taber and Beehr (1980:254) signifies a lack of role ambiguity, and refers to "the amount of information available to the role incumbent concerning expected behavior." Burke and Belcourt (1974:55) claimed that role ambiguity "should increase the probability that a person will be dissatisfied with his role, will experience anxiety, will distort reality, and will perform less effectively." Kahn (1978:62) suggested that role ambiguity may be a correlate of burnout. Some studies have described the relationships between role ambiguity and burnout or stress (e.g., Farkas, 1984; Gmelch, 1977; Schwab and Iwanicki, 1982a). Other studies have examined the relationship between role ambiguity and job satisfaction (e.g., Cherniss, 1980b; House and Rizzo, 1972; Kahn et al., 1964). However, the extent to which role clarity is related to burnout, job challenge, and job satisfaction among educators requires further research.

Research by Beehr (1976), House and Rizzo (1972), and Kahn et al. (1964) highlighted the importance of role clarity to perceived levels of job satisfaction. Herrick (1972), Lawler (1973), Lawler and Hall (1970), and Quinn and Sheppard (1974) investigated the relationship between job challenge and job satisfaction. Walsh et al. (1980:266) indicated that role clarity was a significant predictor of job challenge, while job challenge was a significant and major predictor of job satisfaction. As the authors (1980:255) mentioned, "more of the variance in job satisfaction can be accounted for by considering the effects of challenge and role clarity simultaneously than by considering either one separately." Lawler and Hall (1970:307) suggested that job satisfaction and challenge are directly related, as "people who have jobs which are characterized by high self-control . . . and high levels of challenge should report high levels of satisfaction." Other research findings indicated that increased job challenge contributes to job satisfaction (e.g., Beehr, 1976; Hendrix, Orvalle and Troxler, 1985; Schuler, 1980). A major focus of this study was an examination of the extent to which role clarity, job challenge, and job satisfaction were significant predictors of burnout in teachers and school-based administrators.

Schwab and Iwanicki (1982b:5) maintained that research on educator burnout "is limited [and] unsystematic," while Blase (1982:94) asserted that "empirical and theoretical activity in the area of teacher burnout is in a very early stage of development." The key question according to Schwab and Iwanicki (1982b:5) is "Who is being hit the hardest by burnout?" in education. This study described and examined the nature of burnout among teachers and school-based administrators as a response to the question posed by Schwab and Iwanicki (1982b), while providing evidence of work conditions associated with burnout in education. This information was provided by examining the relationships between burnout, job satisfaction, role clarity, and job challenge in school-based educators.

D. JUSTIFICATION FOR THE STUDY

Contribution to Research and the Literature

In his study of burnout among school administrators, MacPherson (1985:241) found that principals were experiencing low levels of burnout compared with established burnout norms. As a consequence of his findings, MacPherson (1985:241) suggested that teachers may experience different levels of burnout because of the nature of their work roles, and recommended that "a comparative study of stress and burnout among teachers and principals in the same setting might provide useful insight into the nature of burnout in the school setting." This study examined the nature of burnout among teachers and school administrators in the same school district in light of these suggestions.

Miskel (1982:65) asserted that writers and practitioners are deeply concerned about "stress, burnout, and low effort" among educators. Anderson and Iwanicki (1984:110) maintained "it is important to define better the concept of teacher burnout, to determine the extent to which burnout is affecting teachers, and to examine systematically the relationship between teacher motivation and burnout." By addressing the nature of burnout among school teachers and administrators and its relationship to selected background characteristics, this study partly fulfilled the suggestions by Anderson and Iwanicki (1984), and provided information which may be useful to researchers and practitioners.

MacPherson (1985) found significant relationships among burnout and the personal, situational, and organizational variables of school principals. In contrast, Ratsoy and Friesen (1985:128) found that demographic variables were generally not significant predictors of burnout among teachers, and only slightly more significant predictors of burnout among administrators. Maslach (1982b:58) further highlighted the tenuous relationship between burnout and demographic variables by stating that "there is still something about the personal qualities that distinguish the two sexes that makes depersonalization more of a problem for men, and emotional exhaustion more of a problem for women." Consistent with Maslach's finding, Pines et al. (1981:91) claimed that research findings reveal "greater burnout and tedium among women." However, Maslach (1982b:9-10) also asserted that because the people who experience burnout are so numerous, and their personalities so varied, that critical components of the work setting rather than personal characteristics should be studied as likely causes of burnout. Because the literature and research indicate a concern with the relationships among burnout and specific individual and environmental characteristics, the present study examined the extent to which burnout is related to selected background variables of educators.

Friesen (1985:21) indicated a concern for the high level of Personal Accomplishment burnout among teachers in the Edmonton Public School District, and recommended that

> future studies are needed to investigate whether the lower Emotional Exhaustion and Depersonalization, and the higher Personal Accomplishment burnout in the [Edmonton Public School] district are symptomatic of conditions in the district or within the profession.

In light of these comments, this study explored the nature and extent of burnout among educators in the Edmonton Catholic School District in order to determine if similar levels of burnout existed within different school districts.

Maslach (1981:119) claimed that there exist "clearer conceptual links between burnout and both job stress and job satisfaction." However, Meier (1984:218) contended that "the task of further delineating [the connections among burnout, depression, and job satisfaction] lies ahead." This study examined the relationships between burnout, job satisfaction, role clarity, job challenge, and respondent demographic variables in order to obtain a more complete understanding of burnout among educators. As such, this study was derived from previous research and contributed information that is not available in the literature. Further, the findings from this study were used to provide suggestions for further research.

Practical Significance

A justification for this research may be its potential for practical application. Lazarus (1966, 1974), Meichenbaum, Turk and Burstein (1975), Newman and Beehr (1979), and Veninga and Spradley (1981) suggested that prior experience of a stressor, or an educated awareness of what to expect as stressors in an organizational context may be effective coping strategies in dealing with job stress. Thus, an awareness by educators of potential work stressors and sources of burnout may assist them in reorganizing their job designs and so mitigating the threat of further stress and burnout. Identifying those groups of teachers and administrators most susceptible to burnout may encourage central office personnel and school boards to implement intervention procedures designed to provide a more equitable distribution of work loads and rewards to school teachers and administrators. Moreover, an examination of the relationships between burnout, job satisfaction, role clarity, and job challenge provides information on work situations most likely to contribute to burnout among educators.

An enriched understanding of burnout among educators may stimulate a more productive and healthy organizational climate. Moreover, the research findings and data should be of value to educational policy-makers, because such data provide a framework which may assist with the formulation of policy designed to reduce burnout and to heighten the experiences of job satisfaction, role clarity, and job challenge among teachers and school-based administrators.

E. OPERATIONAL DEFINITIONS OF TERMS

The following operational definitions provide a basis for clarity and uniformity of understanding of terms which are used continuously throughout the study. Supplementary terms are defined as they occur in the study.

Principal refers to any full-time certificated principal of any kindergarten, elementary, or secondary school in the Edmonton Catholic School District who participated in the study.

Assistant principal refers to any full-time certificated assistant principal in the Edmonton Catholic School District who participated in the study.

Administrator refers to both principals and assistant principals in the sample from the Edmonton Catholic School District.

Teacher refers to any full-time certificated classroom teacher and department head of any school in the Edmonton Catholic School District who participated in the study.

Elementary school refers to all those schools containing Grades K to 6, or any junior-elementary and senior-elementary combinations in the Edmonton Catholic School District that participated in the study.

Secondary school refers to those junior, junior-senior, and senior high schools in the Edmonton Catholic School District that participated in the study.

Stress. The definition of stress by McGrath (1976) was adopted for the purposes of this study. McGrath (1976:1352) defined stress as an individual response to a situation that is perceived as presenting a demand which threatens to exceed the individual's capabilities and resources for meeting that demand.

Stressor. Ivancevich and Matteson (1980:9) defined stressor as "any external action, situation or event that places special physical and/or psychological demands upon a person." This definition was adopted for the purposes of the study.

Burnout. The definition of burnout by Maslach and Jackson (1981a:1) was accepted for this study. Maslach and Jackson (1981a:1) defined burnout as

> a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work.' A key aspect of the burnout syndrome is increased feelings of emotional exhaustion . . . the development of negative, cynical attitudes and feelings about one's clients . . . [and] the tendency to evaluate oneself negatively, particularly with regard to one's work with clients.

Selected background variables refers to the demographic characteristics of teachers and administrators in the sample. These fifteen characteristics include position in school, sex, total number of years as an educator, total number of years in current position, total number of years of administrative experience, degree to which major teaching assignment was consistent with training, grade level taught, desire to leave school or education, desire for promotion, opportunities for promotion, frequency of interesting work, overall work stress, overall job satisfaction, grade organization of the school, and size of the school.

Role clarity. Walsh et al. (1980:254) defined role clarity as "a function of the amount of information available to the role incumbent concerning expected behavior." This definition was adopted for the purposes of the study.

Job challenge, according to Walsh et al. (1980:255) is "the degree to which the knowledge, skills, and abilities of the role incumbent are perceived to be engaged or enlarged by the job." This definition was adopted for the purposes of the study.

Job satisfaction refers to the pleasurable emotional state resulting from the perception of the job fulfilling or allowing the fulfillment of one's job values, providing these values are complementary to one's needs (Locke, 1976:1342).

Overall job satisfaction is the satisfaction of employees with "their total work role" (Lawler, 1973:64), rather than the sum of satisfaction with the discrete elements of which the job is composed.

Overall work stress is a single-item measure of stress ranging from "Not Stressful" to "Extremely Stressful" as perceived by teachers and school-based administrators.

Work-related situation refers to any aspect, event, prescription, requirement, or duty related to the role of teacher or administrator.

F. DELIMITATIONS

The following delimitations applied to this study:

1. The study was confined to all school-based teachers and administrators in the Edmonton Catholic School District.
2. The study was delimited to an examination of burnout as a consequence of work stress.
3. The study was delimited to an examination of the relationships between burnout, job satisfaction, role clarity, job challenge, and selected background variables.
4. No attempt was made in this study to ascertain the impact of extra-organizational situations upon the research variables and their inter-relationships.

G. ASSUMPTIONS

The following assumptions were made in relation to this study:

1. That all respondent teachers and administrators were able to comprehend each item in each research instrument in the sense intended by the researcher.
2. That responses given to questionnaire items were sincere and as accurate as possible.
3. Based upon previous research (e.g., Holdaway, 1978a; Maslach and Jackson, 1981a,b; Walsh et al., 1980), burnout, job satisfaction, role clarity, and job challenge were assumed to be both quantifiable and measurable.

H. LIMITATIONS

The delimitations and assumptions outlined above constitute certain limitations to the study. The following limitations also applied:

1. Because the study was delimited to all teachers and school-based administrators in the Edmonton Catholic School District, the findings, summaries, interpretations, descriptions, and conclusions apply only to those respondents to the study. However, to the extent that teachers and administrators from other school districts are similar, and have comparable

circumstances to educators from the Edmonton Catholic School District, the findings may lead to conjectures and generalizations about burnout among teachers and administrators in other school systems.

2. The instruments used in the study do not measure all aspects of an educator's sense of burnout, job satisfaction, role clarity, and job challenge.
3. The study was limited by the extent to which teachers and administrators responded honestly, carefully, and independently to questionnaire items.
4. The study was limited by the extent that teachers' and administrators' perceptions of burnout, job satisfaction, role clarity, and job challenge may be affected by their extra-organizational experiences of the teaching and administrative roles.

I. ORGANIZATION OF THE THESIS

The following aspects were presented in this chapter: (1) an introduction to the study problem, (2) the purposes and objectives of the study, (3) background of the study, (4) the justification for the study, (5) operational definitions of major terms, (6) the delimitations, (7) the assumptions, and (8) the limitations.

The review of the literature is presented in Chapter 2, specifically as this literature relates to the conceptual framework of the study. Major topics examined include stress, burnout, role clarity, job challenge, and job satisfaction. Included in this chapter are the conceptual model and the conceptual framework to the study.

Chapter 3 contains an outline of the design and methodology of the study. Descriptions are presented of the nature of the study, the research problems which guided the investigation, and the sample selection procedure. The research methodology highlights the techniques used to analyse both quantitative and qualitative data, and the data collection procedure. Research instrument development and validation constitute the third major section of this chapter.

The profile of respondents is presented in Chapter 4. The selected background characteristics of respondents are outlined to assist the reader in identifying the nature of the sample used in the study. Included in this chapter are results of the factor analysis of each research instrument based on responses from the sample.

Data and findings on the nature of burnout among teachers and its relationship to selected background variables are presented in Chapter 5.

Data and findings on the nature of burnout among administrators and its relationship to selected background variables are presented in Chapter 6. Included in this chapter are results of t-tests conducted to examine statistically significant differences in burnout between teachers and administrators.

Results of regression analyses used to determine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout in teachers are presented in Chapter 7. Included in this chapter are descriptions of the work situations teachers described as contributing most to feelings and attitudes representative of burnout.

Results of regression analyses used to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout in administrators are presented in Chapter 8. Included in this chapter are descriptions of work situations administrators described as contributing most to feelings and attitudes representative of burnout.

A summary of the study and its findings is presented in the final chapter. In addition, the findings are discussed in relation to the literature on burnout, including the degree to which job satisfaction, role clarity, and job challenge were predictors of burnout. Conclusions are presented, and implications of the study for researchers and practitioners are outlined.

Chapter II

REVIEW OF THE RELATED LITERATURE

This study examined the nature of burnout among teachers and school-based administrators, and the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout. A necessary consideration, therefore, was to provide a review of the literature that was both broad enough to address these relationships and so provide a conceptual framework for the study, and specific enough to identify potential areas for research. Hence the review was delimited to the following major topics:

1. Theory and research on stress,
2. Burnout as a consequence of stress, and
3. Role clarity, job challenge, and job satisfaction as predictors of burnout.

A. THEORY AND RESEARCH ON STRESS

The literature on burnout cannot be examined adequately without first reviewing the theory and research on stress. To illustrate, Cherniss (1980a), Howard, Cunningham and Rechnitzer (1978), Maslach (1982a,b), and Kyriacou and Pratt (1985) wrote of the negative consequences of stress, which most of them referred to as burnout. In spite of the as yet unclear conceptualization of burnout, there is considerable support in the literature that it is the consequence of stress. Hence a brief review of the theory and research on stress is provided.

Conceptual Definitions and Difficulties

Selye (1956) presented the definitive physiological study of stress. From this perspective, Selye (1974:14; 1976:17) defined stress as "the nonspecific response of the body to any demand made upon it." This definition was based on the results of a series of experiments on animals which began in the 1930s. According to Selye (1974:149), the nonspecific response of the body to a stressor represents a change

> which affects all or most parts of a system without selectivity. It is the opposite of a specifically formed change, which affects only one or, at most, a few units within a system. A nonspecifically caused change is one which can be produced by many or all agents.

Regardless of whether the form of stress created is distressful or benign, an unconscious alarm occurs, which results in a biochemical reaction among all organs of the body. If stress persists, this reaction may result in diseases of adaptation (Selye, 1976:83) which have severe physical and psychological repercussions for the individual. These consequences have been termed burnout by Freudenberger (1974), Maslach (1976, 1978a,b, 1982a,b) and Paine (1982a,b), among others.

The other major focus of stress research is from the psychological or transactional perspective. The transactional concept of stress was developed originally by Lazarus (1966:5):

> Stress cannot be defined exclusively by situation because the capacity of any situation to produce stress reactions depends on characteristics of the individual. Similarly, stress reactions in an individual do not provide adequate grounds for defining the situation associated with it as a stress . . . the important [feature is to] define stress in terms of transactions between individuals and situations, rather than of either one in isolation.

Since this original conceptualization, stress researchers have expanded and modified the model (e.g., Brenner, Sörbom and Wallius, 1985; Kyriacou and Sutcliffe, 1978a; Lazarus, 1974; Lazarus and Launier, 1978; Marshall and Cooper, 1979; McGrath, 1976). In particular, Lazarus and Launier (1978:293) defined stress as "a relational or transactional concept describing certain kinds of adaptive commerce between any system and an environment." Hiebert (1984:6) asserted that the transactional perspective of stress is the most complete conceptualization, for it considers both psychological and physiological dimensions: "[stress is] a complex psychological and physiological reaction to a situation that approaches or exceeds a person's self-perceived ability to cope with that situation."

Schuler (1980:185) maintained that stress "appears to be related to a large number of important physiological, psychological, and behavioral conditions." According to Schuler (1980:203), a "multidisciplinary approach to the study of stress" is necessary to relate the physiological, psychological, and behavioral stress symptoms to "satisfaction, job involvement, self-esteem, tension, anxiety, depression, boredom, and psychological fatigue." In the present study, burnout was studied as a maladaptive coping response to excessive stress, especially as this stress arises from organizational experiences. Cherniss (1980b:18-19) referred to burnout as "a transactional process" consisting of "psychological accommodation" to and "detachment" from job stress.

Physiological Models of Stress

Occupational stress has been increasingly implicated in the etiology of work performance decrement, poor mental health, and psychosomatic disease (e.g., Davidson and Cooper, 1981; Frese, 1985; Ivancevich, Matteson and Preston, 1982; Kasl, 1979; Kyriacou and Pratt, 1985; Margolis, Kroes and Quinn, 1974; Organ, 1978). Selye (1976:82) contended that increased demands by job and life situations upon the individual seriously deplete the individual's resources of adaptation energy. Howard et al. (1978:114) maintained that "adaptation means stress. The accumulation of 'change events' over a period of time increases the probability of disease because coping with it lowers resistance."

In the physiological response to stress, as illustrated in Figure 2.1, the stressor excites the hypothalamus (a brain region at the base of the skull) to produce the corticotrophin releasing factor (CRF), which then stimulates the pituitary gland to discharge the adrenocorticotrophic hormone (ACTH) into the blood (Selye, 1976:140). ACTH induces adrenal enlargement, which leads to the secretion of corticoids. These corticoids elicit thymus shrinkage. The thymus, along with the lymph nodes, is the body's natural immune defense system (Selye, 1974:25). The lymph nodes atrophy, inflammatory reactions cease, blood is diverted to muscular tissue in preparation for action, and sugar is produced as a ready supply of energy (Selye, 1974:30).

Persistent excitement of the hypothalamus-pituitary-adreno-cortical axis eventually leads to a breakdown of the body's homeostasis and the emergence of diseases of adaptation. Selye (1980:137) commented that "unremitting stress can break down the body's protective

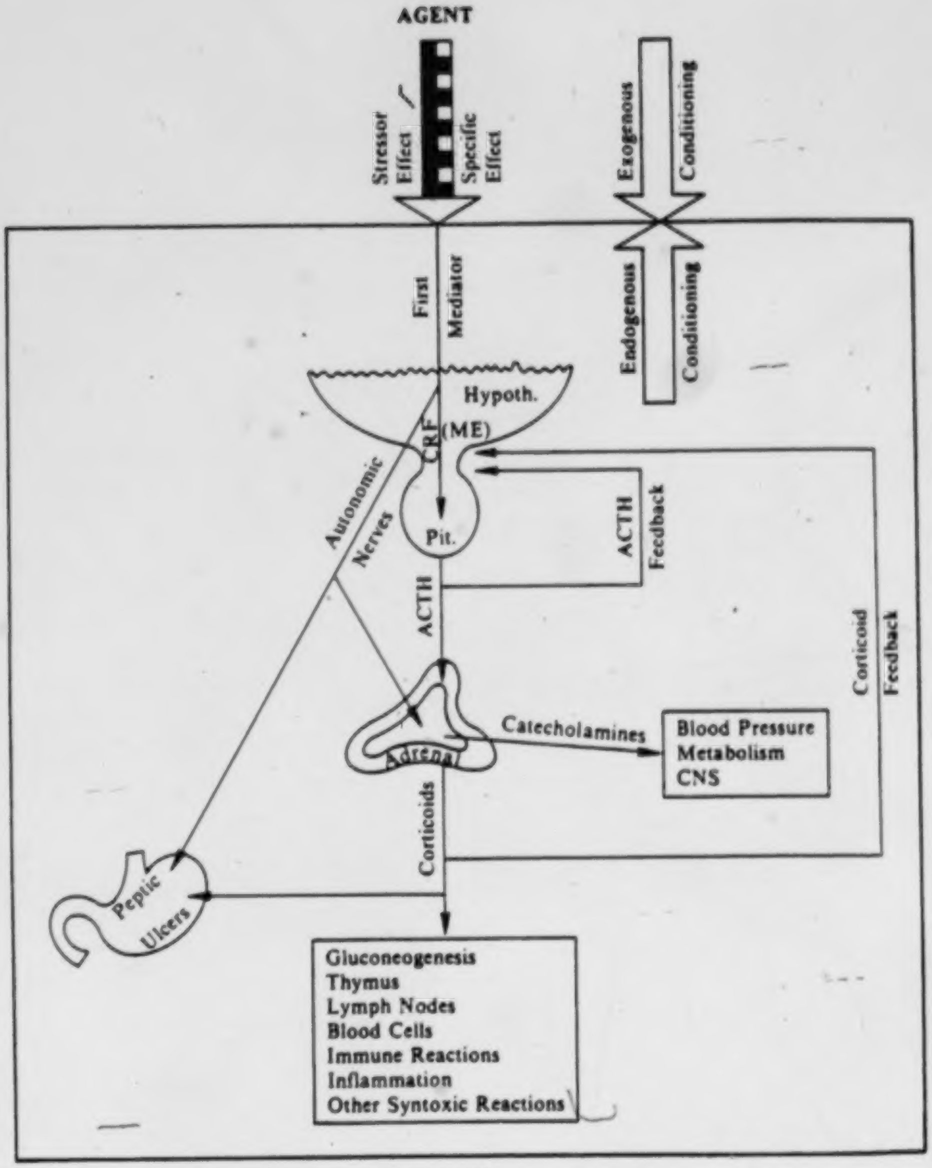
AGENT
Stressor Effect
Specific Effect
Exogenous Conditioning
Endogenous Conditioning
First Mediator
Hypoth.
CRF
(ME)
Pit.
Autonomic Nerves
ACTH
ACTH Feedback
Corticoid Feedback
Adrenal
Catecholamines
Blood Pressure
Metabolism
CNS
Corticoids
Peptic Ulcers
Gluconeogenesis
Thymus
Lymph Nodes
Blood Cells
Immune Reactions
Inflammation
Other Syntoxic Reactions

FIGURE 2,1

Principal Pathways of the Stress Response
(Adapted from Selye, 1982:12)

mechanisms."

Selye's (1974:26-27) General Adaptation Syndrome (G.A.S.), as outlined in Figure 2.2, illustrates the body's triphasic adaptation to stressors. The G.A.S. model is called general because the consequences of stressors affect several parts of the body; adaptation refers to defensive mechanisms which help the body adjust to or deal with the stressor; and syndrome indicates that individual aspects of the stress reaction occur more or less together.

Phase (A) represents the body's initial alarm reaction to a stressor. This reaction is characterized by diminished resistance, which may result in death if the stressor is sufficiently strong. The second phase (B) represents the stage of resistance, where the body adapts to continued exposure to the stressor. However, prolonged exposure may result in a stage of exhaustion or burnout (C), where the individual's initial alarm reaction reappears but now the body has lost its capacity to adapt, and the person ultimately may die. According to Farber (1983:15),

> The symptoms noted in [stage three, "Exhaustion"] are . . . similar in many respects to the symptoms of burnout. In short then, burnout can be regarded as the final step in a progression of unsuccessful attempts to cope with a variety of negative stress conditions.

Selye (1974:5) differentiated between the negative aspects of distress, and the positive, necessary functions of eustress. Where distress is associated with negative and harmful responses by the individual to a threatening or depressing situation, eustress emanates from pleasant experiences, such as a wedding or retirement. The relationship between stress and the various types of life experiences is illustrated in Figure 2.3. In order to minimize stress, Selye (1980:141) claimed "our goal should be to strike a balance between the equally destructive forces of hypo- and hyper-stress, to find as much eustress as possible, and to minimize distress." Selye (1980:128) suggested that some stress is necessary to life, for the absence of stress is death.

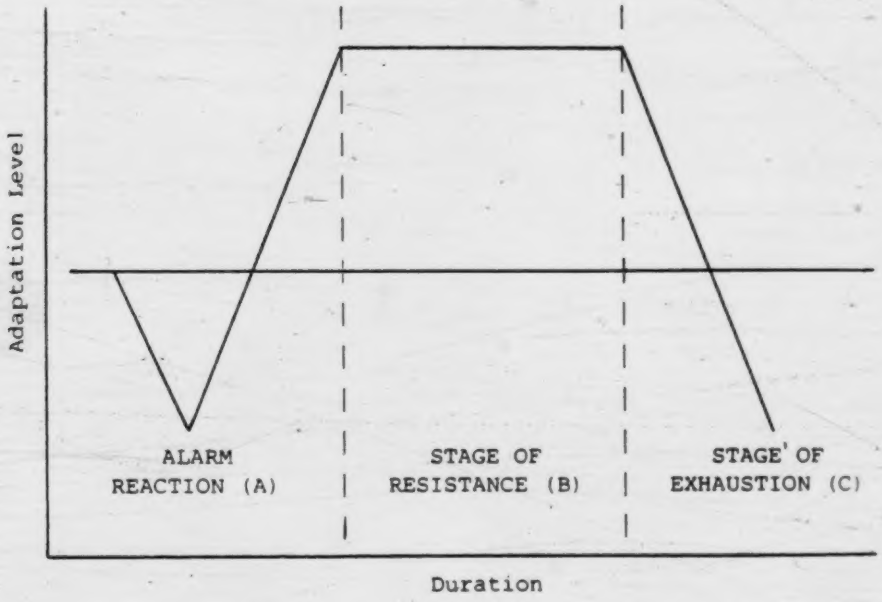
Adaptation Level
ALARM REACTION (A)
STAGE OF RESISTANCE (B)
STAGE OF EXHAUSTION (C)
Duration

FIGURE 2.2

General Adaptation Syndrome
(Adapted from Selye, 1974:26-27)

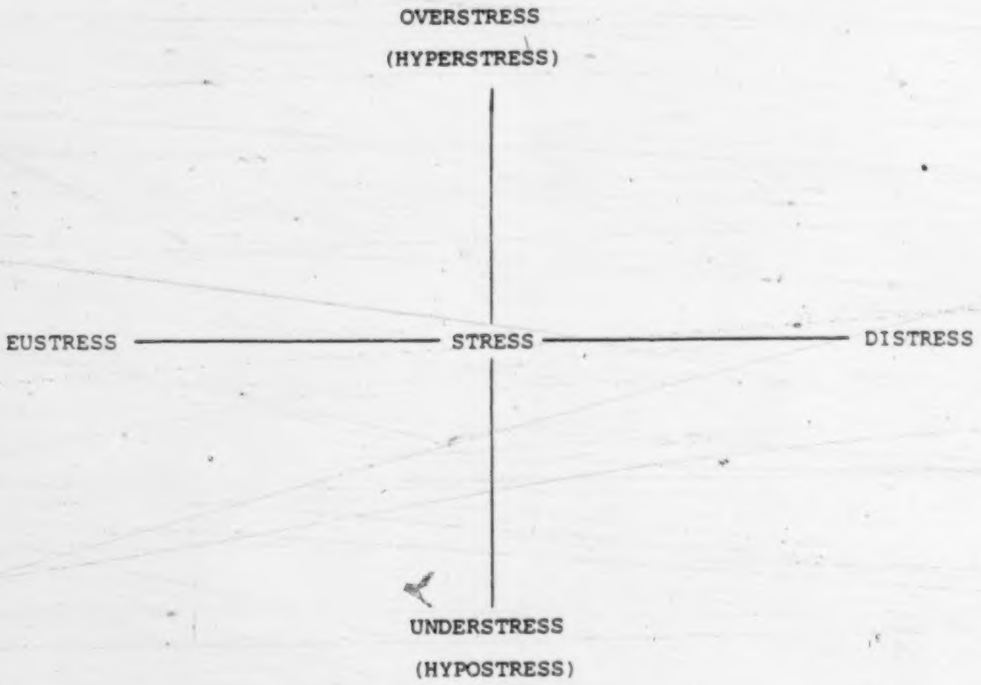
OVERSTRESS
(HYPERSTRESS)
EUSTRESS
STRESS
DISTRESS
UNDERSTRESS
(HYPOSTRESS)

FIGURE 2.3

Components of Stress
(Adapted from Selye, 1980:142)

Transactional Models of Stress

McGrath's (1976:1352) definition of stress involves the interaction of the person and the work environment, such that normal behavior and performance are affected. McGrath (1976:1356) stated that stress is "a complex, important, widely studied, but imprecise concept." According to McGrath (1976:1352), stress occurs "when an environmental situation is perceived as presenting a demand which threatens to exceed the person's capabilities and resources for meeting it."

McGrath (1976:1356) explained that a stress situation consists of a four-stage, closed-loop cycle, as outlined in Figure 2.4. If the situation is perceived by the individual as leading to some undesirable state of affairs if left unaltered (or some desirable state of affairs if modified), then the situation becomes stressful. The focal person then chooses a response alternative which, if executed, is intended to alter his/her relationship to the situation (box C). The response selection has consequences both for the individual and the situation, although the consequences are unpredictable. McGrath (1976:1369) recognized the multidimensionality of stress sources, identifying six categories which he termed task-based stress, role-based stress, stress intrinsic to the behavior setting, stress arising from the physical setting, stress arising from the social environment, and stress within the person system.

Another transactional model of stress is that proposed by McLean (1979). McLean (1979:37) maintained that a stressful event occurs when the context, or external environment, interacts with the stressor and the individual's vulnerability at the time. The point at which context, vulnerability, and stressor overlap, McLean (1979:39) stated, "may be thought of as the individual's symptomatic response." According to McLean (1979:38), an individual's vulnerability to specific stressors "varies widely and it is even more important than context in determining reaction to factors in a work environment." McLean's (1979:81-85) transactional perspective of work-related stress highlighted conditions in the work situation that may account for stressful reactions. Such factors include quantitative and qualitative overload, role conflict and role ambiguity, career development, interpersonal relationships, and organizational

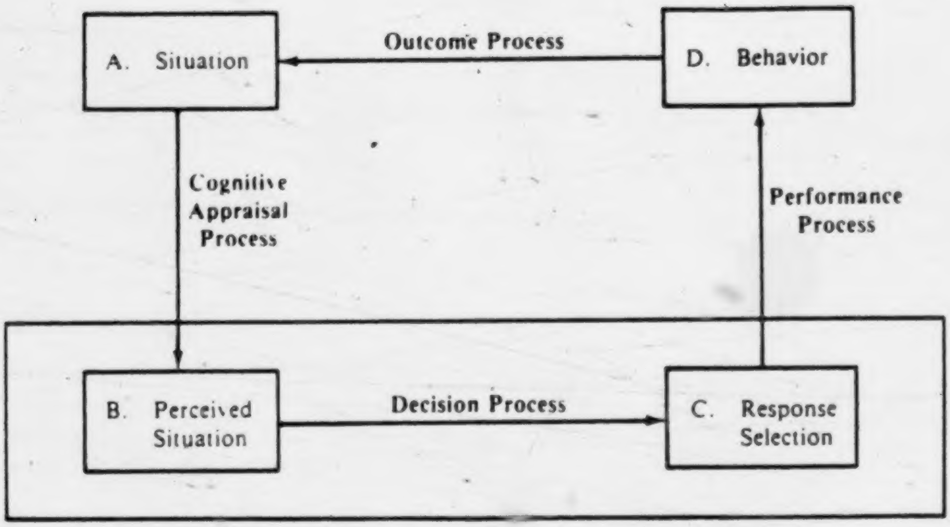
A. Situation
Outcome Process
D. Behavior
Cognitive Appraisal Process
Performance Process
B. Perceived Situation
Decision Process
C. Response Selection

FIGURE 2.4

A Paradigm for Analysis of the Stress Cycle
(Adapted from McGrath, 1976:1356)

structure and climate.

Perception of Stressful Situations

Experiences of stress are mediated by individual characteristics. For example, Lazarus (1966:161) referred to primary appraisal as a means of determining the degree of threat in a situation; Lazarus and DeLongis (1983:249) mentioned that individuals appraise situations according to their capacity to become threatening, harmful, benign, or challenging. Holroyd and Lazarus (1982:22) maintained that stressful circumstances take their toll from individuals who imbue these circumstances "with personal meaning," such that high stress perceivers will respond to a situation as a threat rather than a challenge. As Lazarus and Launier (1978:294) asserted, "a situation will be reacted to as a threat by one person, a challenge by another, and mostly irrelevant by a third." Veninga and Spradley (1981:29) mentioned that each person sees the world "through 'stress-colored glasses'," so that an event which brings intense stress for one individual may not affect another. Baum, Singer and Baum (1981:9) stated that people who accept or perceive stressors as a challenge will cope differently than people tending to view events as more threatening.

Our perception of stress determines the degree of burnout experienced. According to Veninga and Spradley (1981:31), "high stress perceivers will find less relief and burn out more easily; low stress perceivers run less risk." The manner in which the individual appraises a situation and its potential to cause harm will determine whether the situation is coped with adequately, or whether it escalates to result in unrelieved stress and, possibly, burnout. Margolis and Kroes (1974:16) maintained that "chronic psychological responses to job stress [include] chronic depression, feelings of fatigue, alienation . . . general malaise . . . [and] work performance decrement." The study by Kyriacou and Pratt (1985:63) of 127 teachers from 25 schools in Northern England revealed a significant correlation between psyschoneurotic states such as anxiety, phobia, and somatic complaints, and stress. Such psychoneurotic complaints occur regularly in the burnout response by individuals to unrelenting occupational stress.

Margolis et al. (1974:661) asserted that "psychological stress at work may be a potent factor in workers' physical and mental health." Frese (1985:327) mentioned that "the objective work environment [is] a major determinant of one's subjective stress and an influence on the development of psychosomatic complaints." That is, individual perceptions of potential stressors influence the individual's physiological stress response. Consistent with this belief, Lazarus (1977:146) observed that "the essential mediator of the GAS may be psychological."

Conceptual Model of Stress

The stress concept includes physiological, psychological, behavioral, and social considerations (e.g., Cox, 1975; Baum et al., 1981; Koff, Laffey, Olson and Cichon, 1980; McLean, 1972). Some of these considerations are illustrated in the model of teacher stress by Kyriacou and Sutcliffe (1978a:3) presented in Figure 2.5. This model served as the conceptual model for this study for these reasons: (1) it is sufficiently general, (2) it is an education-based model, (3) it incorporates current approaches to stress, and (4) it combines both transactional and physiological considerations. According to Kyriacou and Sutcliffe (1978a:2), the stress response as presented in the model

> is the result of . . . the perception that there is an imbalance or discrepancy between the demands made upon the individual and the individual's ability to meet or cope with these demands, where failure has important consequences for the individual.

Kyriacou and Sutcliffe (1978a:2) acknowledged that because transactional models regard stress as an individual affective response which elicits physiological reactions, "they may be regarded as qualified physiological models."

In the model, an important distinction is drawn between the potential occupational sources of stress (stressors) and actual occupational stress. Potential stressors become actual stressors only if the individual perceives the potential stressors as threatening to well-being or self-esteem. Stress results when the individual perceives an imbalance between demands (actual stress) and ability to cope with circumstances where failure has significant personal consequences.

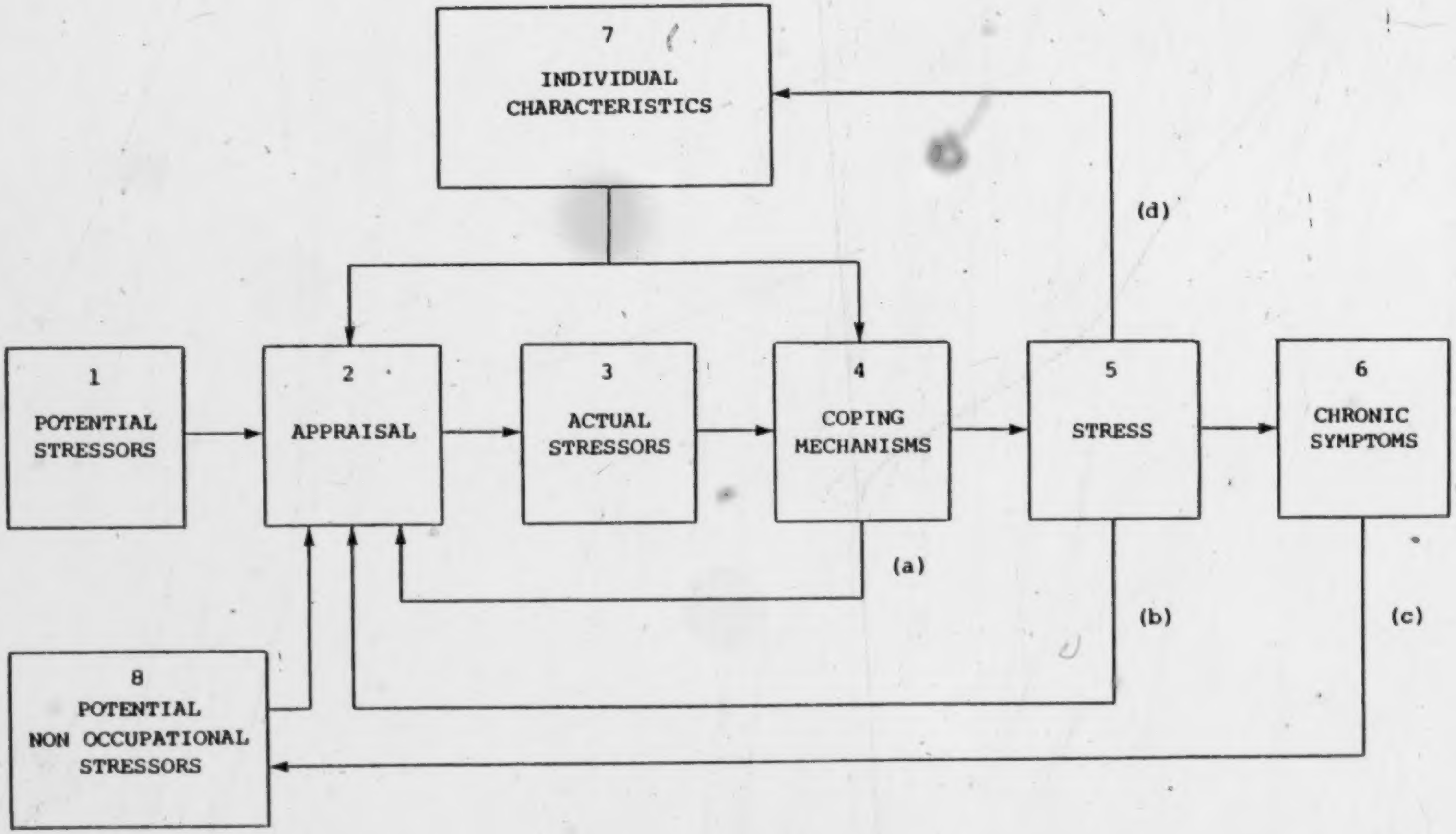
7
INDIVIDUAL CHARACTERISTICS
1
POTENTIAL STRESSORS
2
APPRAISAL
3
ACTUAL STRESSORS
4
COPING MECHANISMS
5
STRESS
6
CHRONIC SYMPTOMS
8
POTENTIAL NON OCCUPATIONAL STRESSORS
(a)
(b)
(c)
(d)

FIGURE 2.5

Model of Teacher Stress

(Adapted from Kyriacou and Sutcliffe, 1978a:3)

Kyriacou and Sutcliffe (1978a:4) explained that an individual's appraisal and perception of demands may be dependent on such individual characteristics as sex, age, personality traits, higher-order needs, coping mechanisms, and the individual's beliefs-attitudes-values system.

Feedback loop (a) represents the extent to which individual coping strategies will influence future appraisals of potential sources of stress. Feedback loop (b) represents a situation in which an individual's coping mechanisms may be directly called upon during a stressful event. This feedback loop often accounts for potential stressors becoming actual stressors. Feedback loop (c) illustrates that stress outcomes (box 6) become non-occupational stressors which may affect appraisal indirectly, such as causing ill-health which in turn becomes a potential non-occupational stressor. Feedback loop (d) illustrates that failure to meet or cope with demands in the past may affect the individual's appraisal of his/her own ability to cope with new demands.

Stress (box 5) is represented by physiological, psychological, and behavioral changes in the individual. Some of the physiological manifestations include an increased pulse rate and high blood pressure; some of the psychological manifestations are low motivation, lowered self-esteem, and job dissatisfaction; and some of the behavioral changes include absenteeism, turnover, and escapist drinking.

Continuous stress can lead to chronic symptoms (box 6). Farber (1983:14) identified burnout as a chronic symptom of "unmediated stress." This study was delimited to a study of burnout from this perspective. Ivancevich and Matteson's (1980:42) identification of the states of anxiety, depression, apathy, and nervous exhaustion as consequences of stress add to this perspective. Each of these somatic and psychological complaints has been associated with burnout. Consistent with these observations, Maslach (1978a:113) claimed that burnout "is correlated with various indices of personal stress. The emotional exhaustion is often accompanied by physical exhaustion, illness, and psychological symptoms." Thus, the concept of burnout as a consequence of work stress is fairly well-established.

B. BURNOUT

> If you have ever seen a building that has been burned out, you know it's a devastating sight. What had once been a throbbing vital structure is now deserted. Where there had once been activity, there are now only crumbling reminders of energy and life. Some bricks or concrete may be left; some outlines of windows. Indeed, the outer shell may seem almost intact. Only if you venture inside will you be struck by the full force of the devastation.
>
> As a practicing psychologist, I have come to realize that people, as well as buildings, sometimes burn out. Under the strain of living in a complex world, their inner resources are consumed as if by fire, leaving a great emptiness inside, although their outer shells may be more or less unchanged (Freudenberger and Richelson, 1980:xv).

Conceptual Definitions and Difficulties

Kamis (1980:3) claimed that "burnout manifests itself in numerous ways and varies in the typology and severity of its symptomology." However, the general consensus is that burnout as a stress response of negative affect has serious and long-lasting psychological, physiological, and behavioral consequences for the individual.

Freudenberger (1974:160) conceived of burnout as "a state of physical and emotional depletion resulting from conditions of work." His conceptualization of the syndrome was based on his observations of the psychological state of certain volunteers who worked with him. After a number of months, young and idealistic men and women became more tired, depressed, and apathetic in their approaches to work. Freudenberger (1974:161) asserted that "the dedicated and the committed" were the ones most prone to burnout, because they "work too much, too long and too intensely."

Freudenberger's (1974) model of burnout focused on the psychological characteristics of the individual. In comparison, the models proposed by Maslach (1976, 1977, 1978a, 1982a,b), Maslach and Jackson (1981a,b), and Pines et al. (1981) originated from a social-psychological orientation. These models addressed the work situation as a major contributor to individual burnout responses. From this perspective, Pines et al. (1981:15) noted that burnout is

> characterized by physical depletion, by feelings of helplessness and hopelessness, by

> emotional drain, and by the development of negative self-concept and negative attitudes toward work, life, and other people . . . [it is a] sense of distress, discontent, and failure in the quest for ideals.

Because burnout is particularly prevalent in the helping professions such as social work, medicine, and education, Pines et al. (1981:15) asserted that "burnout is the result of constant or repeated emotional pressure associated with an intense involvement with people over long periods of time." Similarly, Edelwich and Brodsky (1980:14) defined the syndrome as a "progressive loss of idealism, energy, purpose, and concern as a result of conditions of work."

The definition of burnout by Maslach (1978a:113) included the loss of concern for the people with whom one works. The emphasis of research has been on those working in the helping professions: psychologists, social workers, therapists, teachers, administrators, and counselors. The work these people do, according to Maslach (1978b:56), "is often emotionally difficult to handle on a continuous basis -- difficult because hour after hour, day after day, year after year, they are dealing with people's problems." However, instead of being able to view the situation objectively and to assess the importance of the conditions in which they work, helping professionals have a strong tendency to blame themselves. Maslach (1977:15) claimed that they overestimate the importance of dispositional variables relative to environmental influences. Furthermore Maslach (1977:17) maintained, they often perceive the people with whom they work as the cause of their own problems rather than look at the situational circumstances.

According to Maslach and Jackson (1981a:1), burnout is "a continuous variable, ranging from low to moderate to high degrees of experienced feeling." The syndrome is not viewed as being either present or absent, but as being on a continuum of intensity. As Maslach and Jackson (1981a:1) stated, burnout is

> a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work.' A key aspect of the burnout syndrome is increased feelings of emotional exhaustion . . . the development of negative, cynical attitudes and feelings about one's clients . . . [and] the tendency to evaluate oneself negatively, particularly with regard to one's work with clients.

This definition is used by Maslach and Jackson (1981a) in their burnout instrument, the

Maslach Burnout Inventory (MBI), which measures both the frequency and intensity of occurrence of the three sub-scales of burnout identified as Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout.

Perlman and Hartman (1982:293) contended that the definition of burnout by Maslach and Jackson is the most frequently used definition found in the literature. Following a content meta-analysis of 48 research articles, Perlman and Hartman (1982:293) concluded that "burnout [is] a response to chronic emotional stress with three components." The components are (1) emotional and/or physical exhaustion, (2) lowered job productivity, and (3) overdepersonalization. The authors claimed these symptoms are synonymous with the Emotional Exhaustion, Depersonalization, and Personal Accomplishment sub-scales of the MBI.

Cherniss (1980a:6) asserted that "burnout involves a change in attitudes and behavior in response to a demanding, frustrating, unrewarding work experience." From this perspective, individuals who experience burnout lose much of their idealism, become less trusting and sympathetic towards clients, and become less committed. These negative attitudes, Cherniss (1980a:5) claimed, "seemed to be associated with high job stress." Cherniss (1980b:19) referred to these negative attitudes as a form of "psychological detachment" from intolerable work conditions. He (1980b:21) concluded that "burnout is an adaptation to stress."

Meléndez and de Guzmán (1983:9) maintained that burnout results when an individual appraises a situation as presenting a threat rather than a challenge, where that threat has serious personal ramifications. Baum et al. (1981:24) claimed that "the consequences of unabated stress or repeated exposure to stress . . . are decrements in ability to cope with subsequent stress, aftereffects . . . physiological dysfunctions . . . and diseases of exhaustion." These physiological and psychological adaptations to prolonged stress have been identified as symptoms of burnout.

Veninga and Spradley (1981:6) defined burnout as a "debilitating psychological condition brought about by unrelieved work stress." This stress results in (1) depleted energy reserves, (2) lowered resistance to illness, (3) increased dissatisfaction and pessimism, and (4) increased absenteeism and inefficiency at work. Similarly, Kalker (1984:16) proposed that burnout is a state of emotional, physical, and mental exhaustion which occurs as "the result of constant and intense emotional pressure such as that evident in continuous situational stress."

According to MacNeill (1982:69), recent trends appear to examine burnout "as a 'special' case of occupational stress" rather than as a separate and distinct phenomenon. Because burnout reflects models already developed in occupational stress, MacNeill (1982:77) asserted that future research should develop a broader concept of burnout that investigates the interaction between the individual and the work environment.

Paine (1982b:6-7) outlined five separate components of burnout:

1. The Burnout Stress Syndrome (BOSS), which has identifiable clusters of feelings and behaviors most commonly found in stressful and highly frustrating work environments;
2. The Burnout Mental Disability (BOMD), which is often a serious, clinically significant pattern of the personal distress and diminished performance that is an end-state of the burnout process;
3. The Burnout Process (BOP) which is the usual sequence of different stages or phases occurring in individuals, each stage indicating an increase in distress and disability;
4. Burnout Etiology, which is the study of the factors in and outside the work environment that contribute to an individual's BOSS; and
5. Burnout Organizational Outcomes, which are the short- and long-term impact of the BOSS and the BOMD on organizational functioning and performance.

Individual and Situational Considerations

Maslach (1978b:56) stated that "the research [on burnout] is very new," although by 1982, Paine (1982b:27) observed that the area of inquiry was "rapidly developing into a field of knowledge." However, Meier and Davis (1982:3) contended that "the study of burnout remains in an early descriptive phase, with considerable improvement in conceptualization, research, and intervention remaining."

There are indications, according to Maslach (1978a:114), that burnout is best understood and modified in terms of the social and situational factors of the job setting. Maslach (1978a:114) stated that "the search for causes [of burnout] is better directed away from identifying the bad people and toward uncovering the characteristics of the bad situations where many good people function." Similarly, Meléndez and de Guzmán (1983:5) claimed "burnout is a distinctive kind of work-related stress."

Burnout and the helping professions. As mentioned previously, the helping professions include those occupations that deal directly with the needs of people. Maslach (1976:20) claimed that the structure of the relationship with the client in the helping professions actually helps to promote and maintain negative perceptions of recipients. The emphasis of the interaction is the focussing of a problem, there is little positive feedback, the level of emotional stress is high, and the probability of change or responsiveness by recipients is low. The inability to cope with this continual emotional stress results in burnout, which Maslach (1976:16) described as the loss of all concern and all emotional feelings for the persons with whom an individual works so that the individual comes to treat clients in a "detached or even dehumanized way."

The long- and short-term effects of burnout are a deterioration of physical well-being, exhaustion, illness, insomnia, ulcers, migraine headaches, as well as more serious illnesses (Maslach, 1976:19). From the organizational perspective, there appears to be evidence of impaired performance, low worker morale, absenteeism, and high job turnover (Maslach, 1977:4).

From the client perspective, Freudenberger (1977:98) claimed that burnout is a multiple threat because it incapacitates the helper, robs the client, and propagates negativism and despair in both, while it simultaneously diminishes coping defenses against that negativism and despair. Freudenberger (1974:161) asserted that "the dedicated and the committed" in the helping professions are the individuals most susceptible to burnout.

According to Scholom and Perlman (1979), individuals in the helping service professions have needs for appreciation and values of high work performance, and fear or hope of indispensability at work which contribute to stress and burnout. Similarly, Farber (1983:8-9) maintained that the greatest job satisfaction for human service professionals is related to their personal sense of accomplishment, the "feeling that you've made a significant difference in the life of another human being." However, Farber (1983:9) proposed that the intimate involvement with clients "is often regarded as a prerequisite to burnout and is most likely to occur in the context of a relatively high level of job satisfaction." Instead of the dissatisfied worker experiencing burnout, Farber (1983, 1984a) maintained that the satisfied and initially highly motivated worker is prone to burnout. Consistent with these assertions, Carroll and White (1981:137) emphasized that the "overly idealistic, highly romanticized expectations" of helping service professionals contribute to "considerable stress and frustration (disillusionment) on the job," both of which may lead to burnout.

This sense of disillusionment, combined with "the loss of idealism and commitment in response to stressful working conditions" Cherniss (1980a:8) showed to occur relatively quickly in the careers of helping service professionals. In corroboration, Harrison (1983:38) mentioned that once the spell of idealism and commitment is destroyed, perceptions of competence decline and burnout ensues. Bloch (1977) stated that teachers who are obsessional, idealistic, and dedicated to their work are more prone to burnout. While burnout was symptomatic of teachers who were excessively committed to their work, job dissatisfaction was a consequence of lack of commitment.

A concept of burnout more general than those mentioned above was proposed by Perlman and Hartman (1982:283), who claimed burnout results from the interplay of several factors associated with helping professions: (1) the intrinsic characteristics of these professions, (2) the growing importance of human service delivery, (3) the characteristics of public sector organizations, which may further place a burden on service deliverers and administrators, and (4) the physical and psychological effects of stress for all workers.

Burnout and the professional. According to Maslach (1977:15), professionals in the human service occupations "display a strong bias toward dispositional interpretations" and tend to take personal responsibility for failures even when circumstances may have prevented other outcomes. Freudenberger and Richelson (1980:152) stated that "it is not easy for the men and women in the helping professions to discount a failure." Cherniss (1980a:21) identified the professional's "concern about the adequacy of his or her performance," which ultimately may become "a potential cause of burnout."

Pines et al. (1981:48) identified three characteristics which make people in the helping professions susceptible to burnout: (1) they do emotionally taxing work, (2) they share personality characteristics that make them choose human service work as a career, and (3) they have a client-centered orientation. From an organizational perspective, Mattingly (1977:130) maintained that because of the nature of their work it is essential for professionals to be able to tolerate ambiguity if they wish to creatively apply their skills: "job descriptions and role expectations that are fully professional do not specify unduly rigid patterns of worker behavior. They require the worker to be flexible and innovative." Maslach (1977:22) maintained that societal expectations for most helping professions are "so unrealistically high that [they are] virtually impossible to attain." Furthermore, Maslach (1977:22) claimed that "the professional's work is taken for granted by the recipients," with no positive feedback to the provider of the service.

Cherniss (1980a,b) identified the interactions among organizational and individual characteristics as contributing to burnout. According to Cherniss (1980a:256), the "professional mystique" of helping service professionals is unrealistic, while "society and the work setting collude in obscuring the gap" between myth and reality. As a consequence Cherniss (1980a:256) claimed,

> the new professional is unprepared for and unsupported in the first confrontation with the world of work, and career development is strongly influenced by the stress and burnout that so frequently occur.

The Burnout Process

Farber (1983:3) stated that burnout is "a process, not an event." This process is not identical for individuals and it can be "conceptualized as a function of the stresses engendered by individual, work-related, and societal factors" (Farber, 1983:3). Paine (1982b:6-7) suggested that burnout is not an end state but instead a progressive growth over a period of time. Einsiedel and Tully (1982:95) claimed that "it can be inferred from the list of symptoms that the burnout phenomenon is a process involving the progressive deterioration of the individual rather than a static psychosomatic condition."

Edelwich and Brodsky (1980:42) maintained that burnout occurs in five stages, which they labelled as the periods of (1) enthusiasm, (2) stagnation, (3) frustration, (4) apathy, and (5) intervention. Similarly, Veninga and Spradley (1981:38-67) identified (1) the Honeymoon stage, or period of high energy and job satisfaction, (2) the Fuel Shortage, or lack of physical and mental energy that leads to job dissatisfaction, boredom, inefficiency, and fatigue, (3) the Chronic Symptoms stage, recognized for its symptoms of chronic exhaustion, physical illness, anger, and depression, (4) the Crisis stage, when individuals become obsessed with their problem, and develop pessimistic attitudes, and (5) Hitting the Wall, at which time the burnout victims can no longer function on their jobs and their lives begin to visibly and quickly deteriorate. Scrivens (1979:34) described burnout as "the big click," when an individual's energy supply is finally depleted due to prolonged work stress.

Sweeney (1981:101) acknowledged the gradual and unrelenting debilitation of physical and mental resources that accompany the burnout process:

> Individuals suffering from 'burnout' frequently report that they have noticed gradual changes in themselves over relatively long periods of time, usually months or years. They become aware of cognitive and affective changes that begin to have deleterious effects upon the quality of their interpersonal interactions . . . Burnout, then, must be seen as a result of a complex interplay between environmental influences and individual susceptibility to them.

Causes of Burnout

Perlman and Hartman (1981:4) revealed that of the 48 research articles on burnout reviewed since 1974, 29 considered both the individual and the organization as causes of burnout. Those writings citing only one cause of burnout chose the organization over the individual. Consistent with the belief that burnout occurs because of the influence of environmental factors, Pines (1981:364) stated that the social-psychological perspective of burnout "does not deny the importance of individual traits, characteristics and disposition; rather it suggests that burnout has a major environmental component." Cherniss (1980a:264) found similar relationships and suggested that the "larger social structures . . . [and] the basic cultural ideas and attitudes that define our social reality" must be considered in any evaluation of the origins of burnout. Consistent with these statements, Freudenberger and Richelson (1980:200) maintained that burnout is produced by "an incompatibility in the relationship of an individual to the society of which he is a part."

From the individual perspective, Veninga (1979:45) asserted that burnout is "the failure to realize one's expectations." Factors which contribute to employee burnout, according to Veninga (1979:47), are the frustrations of having responsibilities without the authority or the necessary resources, and without appropriate financial and psychological rewards for responsibility. Veninga (1979:45) maintained that those who burn out are idealistic individuals whose "realism is rooted in positive perceptions about themselves and about what they believe they can accomplish." Cherniss (1980a,b), Farber (1983, 1984a,b), Fischer (1983), Freudenberger (1974, 1977), and Kamis (1980, 1982) concur with this belief.

Carroll and White (1981:137) proposed an ecological model of burnout that highlighted the helping professional's idealism in its interplay with the larger cultural and world-wide complex, such that "personal and environmental factors interact to produce burnout." Green's (1982:3-4) ecological model is similar to Carroll and White's (1981), emphasizing burnout as "a constellation of worker reactions to the impact of stress deriving from organizational, societal as well as personal and professional factors." According to Green (1982:4-8), burnout in an organizational context results from (1) competing demands, such that demands on organizations become the individual's responsibility, (2) problems of ambiguity, (3) conditions of hopelessness, (4) crises of professional competence which lead to a sense of inadequacy and self-doubt, and (5) the loss of collegiality.

Freudenberger (1974:162) identified boredom and routinization as contributors to burnout, as opposed to excessive work stress. Similarly, Pines et al. (1981:67) claimed that tedium on the job and burnout are related in their symptoms, but are different in origin. Although both are indicative of exhaustive reactions, tedium can be the result of any prolonged chronic pressures, while burnout is the result of constant or repeated pressure associated with an intense involvement with people over lengthy time periods. Sometimes this involvement is less than challenging, and often aversive. Pines et al. (1981:35) stated that "people burn out not only from being overstressed with a great deal of work to do, but they can also burn out from being underchallenged." Heifetz and Bersani (1983:60) asserted that boredom can lead to burnout, for "professional growth is at a standstill" during the state of boredom. Gross (1977:85) maintained that "the more repetitive the job, the less satisfying it is." Meléndez and de Guzmán (1983:11) stated that

> an individual can have a low-stress job or no job at all and still burn out. Such is the case when an individual . . . feels overlooked in his work and experiences little stimulation, no challenge, and few opportunities for growth.

Some researchers differentiate between "rustout" as a consequence of boredom and lack of challenge, and "burnout." Specifically, Howard et al. (1978:32) suggested that rustout occurs when organizational personnel are stagnating because of not enough to do on the job. In comparison, burnout affects those with too much job pressure. Gmelch (1983:10) asserted that burnout occurs among "ambitious, aggressive, and impatient [individuals] who have not yet learned their limitations and literally work themselves into extinction."

Lack of autonomy in the job situation has been identified as another major potential source of burnout. Maslach (1982b:146) and Pines et al. (1981:70) indicated that perceived lack of autonomy in the work environment may be an antecedent to burnout. Porter, Lawler and Hackman (1975:161) asserted that a "psychological contract" exists between employee and organization, where "the individual gives up a certain amount of his freedom of action when he joins an organization," and the organization "actively aids and abets the shaping of the individual's behavior to its needs." When the organization fails, however, to satisfy individual needs and discourages a sense of autonomy and responsibility on the job, Cherniss (1980b:18-21) contended that the psychological contract breaks down and stress and burnout ensue.

Shaw, Bensky and Dixon (1981:7) identified "role clarification" as another predictor of work stress, while Rizzo, House and Lirtzman (1970:151) claimed that role "ambiguity should increase the probability that a person will be dissatisfied with his role, will experience anxiety, will distort reality, and will thus perform less effectively." Kahn (1978:62) proposed that role ambiguity may contribute to burnout, which studies by Crane (1981) and Schwab (1981) have validated.

Freudenberger (1975:74-78) maintained there are certain personality types that may be more prone to burnout than others. He identified them as (1) the dedicated and committed individual, (2) the overcommitted individual whose outside life is sub-satisfactory, (3) the authoritarian individual, (4) the administrator, and (5) the professional.

Savicki and Cooley (1982:416) distinguished among environmental and individual contributors to burnout. The two environmental contributors were (1) factors related to the organization, such as intensity required on the job, perceived control of the work environment, availability and use of social supports and feedback, organizational structure, and management qualities, and (2) factors related to the nature of the client-helper relationship, such as the degree of negativity or uncooperativeness encountered, and client characteristics. The three individual contributors to burnout included (1) identification with the client, including overidentification and depersonalization, (2) the attributional process, which identifies the degree to which the individual feels he has control over his destiny or is controlled by chance or coincidence, and (3) the coping styles and needs of the individual. Iwanicki (1983:30) mentioned that burnout occurs because of societal, organizational, and role-related sources of distress on the individual.

In relation to schooling and education, Rathbone and Benedict's (1980:56-57) study of teacher burnout in a large junior-high school in the eastern United States identified the following causes of burnout: (1) negative teachers' room talk, (2) isolation, (3) rules which are loose and unenforced, (4) lack of feedback, (5) increased administrative demands on teachers, (6) negative community attitudes, (7) boredom, and (8) little time for reflective thinking. The authors (1980:60) concluded that "the junior high school seems to be a particularly fertile ground for producing burnout among teachers due to the developmental characteristics of their adolescent populations."

Welch et al. (1982:18-24; 42-48) identified ten major causes of burnout in teachers, and six causes of burnout in school principals. For teachers, the major factors were (1) sense of a lack of appreciation, (2) student discipline, (3) negative public opinion, (4) poor working conditions, (5) negative student attitudes, (6) working in isolation from peers, (7) changing curricula, (8) lack of feedback, (9) bureaucratic "red tape," and (10) rigid organizational structure. The major contributors to burnout in principals were (1) working in isolation over long periods of time, (2) increasing demands on principals and decreasing resources, (3) negative public opinion, (4) interpersonal relationships, (5) lack of training in human relations skills, and (6) poor salary and intangible rewards.

In summary, the causes of burnout are found in work stress (e.g., Cherniss, 1980a,b, 1982; Maslach, 1978, 1982a,b), and in outside, intervening variables (e.g., Carroll and White, 1981; Green, 1982; Veninga and Spradley, 1981). At present, however, the identification of specific stressors is largely speculative. For instance, while Cherniss (1980a) and Farber (1983) asserted that burnout is a consequence of personal commitment to the job, where this commitment remains unfulfilled because of negative client responses, Maslach (1981:119) contended that "the focus has shifted to situational factors that may be implicated." As Maslach (1982b:145) noted, burnout "is a complex interaction between individual, interpersonal and institutional factors and . . . all of them have to be taken into account." However, Schwab (1983:23) suggested that the impact of personal and situational factors in their transactional relationships with burnout, specifically in an educational context, is "conjectural in nature."

Components of Burnout

The general belief in the literature is that burnout is a multidimensional concept, and that an identification of some of its components does not mean the concept has been fully described. According to Perlman and Hartman (1980:4), the best one can do is to recognize that burnout does have specific components, which occur in three categories called the (1) physiological, focussing on physical symptoms, (2) affective-cognitive, focussing on attitudes and feelings, and (3) behavioral, focusing on behavior symptomatic of burnout. To illustrate some of these components, Levinson (1981:76) listed six characteristics of burned-out individuals: (1) chronic fatigue, (2) anger at those making demands, (3) self-criticism for putting up with demands, (4) cynicism, negativity and irritability, (5) a sense of being besieged, and (6) hair-trigger displays of emotion.

Forney, Wallace-Schutzman and Wiggers (1982) and Cherniss (1980a) identified individual indicators of burnout. According to Forney et al. (1982:436-437), there are four indicators of burnout: (1) extremes in attitude, the individual being either too detached or too involved, caring too much or not caring at all, (2) changes in personality and behavior, (3) psychological and physiological symptoms, and (4) a snowball effect in which an individual often unknowingly becomes increasingly more involved in a self-perpetuating burnout cycle. Cherniss (1980a:5) outlined the changes in an individual's attitudes and behavior as a response to burnout. Some characteristics of these changes are (1) loss of idealism, (2) decline in trust and sympathy for clients, and (3) loss of commitment. In a study of 76 staff members in a mental health setting, Pines and Maslach (1978:233) found five coping strategies used by staff that may reflect aspects of burnout. The techniques were detached concern, intellectualization, compartmentalization, withdrawal, and reliance on other staff. Similarly, Cherniss (1980b:47) identified the "intrapsychic psychological defenses" of withdrawal, detachment, avoidance, lowering of goals, and blaming others as characteristic burnout responses.

Farber (1984b:328) identified "wearout" rather than burnout as the condition currently afflicting school teachers. The term was coined by Fischer (1983:42) who stated that "those who complain of burnout are, in fact, worn out -- the true victims of burnout continue in their task in a martyrlike fashion." Unlike the dedicated and burned out employee, the worn out teacher, according to Farber (1984b:324), would "turn off the job and stop attempting to succeed in situations that appear hopeless." In many cases, wearout as identified by Fischer (1983:42) and rustout as identified by Howard et al. (1978:32) and Gmelch (1983:10) represent similar psychological responses by individuals to an unrewarding and unchallenging job situation.

Maslach (1982b:144) described burnout in terms of the interaction between the individual and the organization. This interaction refers to the role the individual plays in the organization, the role of other people in the organization, and the role of the organization in the burnout response.

Welch et al. (1982:6-8) defined burnout as "a complex process which affects at least five major areas of human functioning: physical, intellectual, emotional, social, and spiritual." According to the authors (1982:25-29), indicators of physical burnout are tiredness and fatigue; intellectual burnout manifests itself in a "loss of clarity, inability to make decisions, loss of flexible thinking, and deterioration of work performance"; emotional burnout results in depression, frustration, and "an active dislike of the job and the people associated with it"; social burnout occurs when the individual grows distant from family and friends; and spiritual burnout indicates the loss of "a sense of meaning in [life]."

The burnout syndrome is often confused with the states of frustration and depression. Yates (1979:83) contended that depression is "a chronic low-key sense of dejection about one's total situation in life." This state is different to burnout, which allows the individual to contribute to the organization, albeit in an unsatisfactory and destructive manner. The depressed person, according to Yates (1979:83), finds it difficult to "perform even the most simple, everyday activities." Freudenberger (1982:178) claimed that "depression may accompany burnout," but the terms are not identical. In depression associated with burnout, the condition is often temporary and specific to a particular segment in a person's life. Freudenberger and Richelson (1980:67) claimed that depression associated with burnout often is recognized for its anger, while depression arising from everyday situations is accompanied with a profound sense of guilt. Meier (1984:217) asserted that burnout and depression have different etiologies; where depression refers to a state of poor morale, moodiness, and feelings of hopelessness, occurring over a short period of time, burnout represents "a more gradual and less subjectively noticeable loss of reinforcement that ends with the person experiencing few instances of positive work outcomes."

Edelwich and Brodsky (1982:135) asserted that "frustration is not burnout. Burnout means apathy." Frustration means having to cope with limitations, which everyone experiences. In contrast, burnout is not normal nor a source of creative energy and renewal as is frustration. Blase (1982:107) incorporated frustration and depression as components of the "burning out" process, which is the gradual erosion of coping mechanisms before the onset of burnout.

Indicators of Burnout

The following resumé highlights the main indicators of burnout in individuals. Researchers reviewed for this summary include Carroll and White (1982), Cherniss (1980a,b), Edelwich and Brodsky (1980), Farber (1983, 1984a,b), Freudenberger (1974, 1982), Maslach (1976, 1978a,b, 1982a,b), and Pines et al. (1981).

Physiological indicators. Fatigue, chronic exhaustion, frequent colds, the flu, headaches, gastrointestinal disturbances, sleeplessness, ulcers, changes in weight, muscular pain in neck and lower back, abnormal menstrual cycles, nervous ticks.

Behavioral indicators. Increased alcohol consumption and/or drug abuse, risk-taking activity, accident proneness, increased moodism, hyperactivity.

Psychological indicators. Emotional distancing, boredom, apathy, frustration, pessimism and fatalism about one's work, responding to clients in a detached and mechanical manner, decline in motivation and effort in work, negativism, cynicism, anger with clients and colleagues, loss of meaning and hope, growing rigidity and loss of creativity, rationalization of failure by blaming the clients or 'the system,' increased tension.

Relationship indicators. Isolation from or overbonding with staff, mechanical responses to and isolation from clients, expression of mistrust, increased marital and interpersonal problems, social isolation.

The impact of burnout on individual well-being and organizational health and productivity cannot be disputed. An understanding that "burnout is a process that is self-reinforcing" as suggested by Cherniss (1980b:19), and that burned out individuals never fully recover (e.g., Meléndez and de Guzmán, 1983:76) is crucial if we are to recognize its symptoms at an early state in order to promote employee health and organizational survival. Freudenberger (1982:174) maintained the prognosis for recovery from burnout is optimistic with early identification of symptoms and constructive remediation interventions.

C. CONCEPTUAL FRAMEWORK TO THE STUDY

The present study was delimited to a description and examination of (1) the nature of burnout among teachers and school-based administrators, (2) the degree to which job satisfaction, role clarity, and job challenge were predictors of burnout, and (3) aspects of the job personally identified by the respondents as major contributors to feelings and attitudes representative of burnout. A diagrammatic representation of the factors described and relationships explored is shown in Figure 2.6.

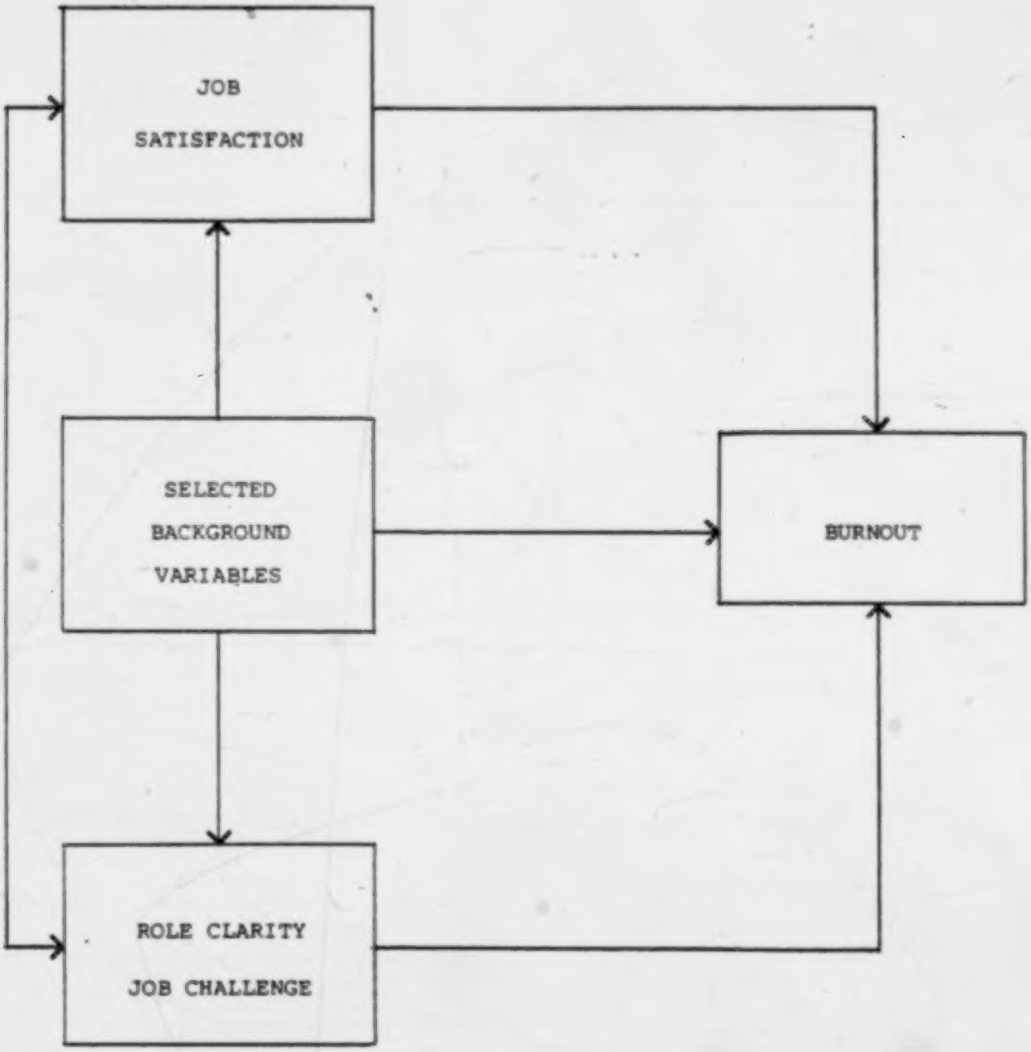
JOB
SATISFACTION
SELECTED
BACKGROUND
VARIABLES
BURNOUT
ROLE CLARITY
JOB CHALLENGE

FIGURE 2.6

Diagrammatic Representation of
Factors Described and Relationships Explored

The following review of the literature addresses theory and research relating to the relationships between selected variables and burnout. These variables are role clarity, job challenge, and job satisfaction.

D. ROLE CLARITY

As outlined in the conceptual framework to the study, role clarity was considered to be a potential predictor of burnout. The following review of the theory and research on role clarity highlights the nature of this variable and the research on its relationship to burnout among various occupational groups.

Introduction: Role Theory

The work by Kahn et al. (1964) has helped expand and clarify the field of role study, which emerged during the 1930s. The concept of role episode used by Kahn et al. (1964:26) illustrated the importance of role in interpersonal interactions:

> A Role episode . . . [implies] a causal sequence. Role pressures are assumed to originate in the expectations held by members of the role set. Role senders have expectations regarding the way in which the focal role should be performed. They also have perceptions regarding the way in which the focal person is actually performing. They correlate the two and, further, exert pressure to make his performance congruent with their expectations.

Kahn et al. (1964) indicated that in any role episode, organizational factors, personality factors, and interpersonal factors operate as context variables in which the episode occurs. To understand role stress, consideration must be given to the interaction of these factors.

Role stress is a function of both the focal person (the role incumbent who holds a specific organizational position of responsibility), and the work environment. Gupta (1981:20) defined role stress as "the presence of received role demands from the environment which the focal person is unable to satisfy and which, therefore, pose a threat to the focal person." The inability to satisfy demands stems from the individual's perception of not having the adequate resources or skills to meet the demand. Among the more commonly studied forms of role stress are role conflict, role ambiguity, role overload, and role underload.

Meléndez and de Guzmán (1983:30) asserted that the relationship between the individual and the organization is related to role stress, specifically role conflict and role ambiguity:

> Research on role conflict and role ambiguity shares a common goal: to understand the effects of the environment on the individual's physical and mental health. Here the environment should be viewed as the formal organization or group to which the individual belongs. The character of the organization affects the individual's emotional state and behavior.

Schuler (1980:135) maintained that together with role overload and role underload, role conflict and role ambiguity "have been one of the most widely investigated organizational qualities in the stress research." Together with job satisfaction and level of responsibility, these role characteristics, asserted Meléndez and de Guzmán (1983:30), "contribute to stress and thus may lead to burnout."

Conceptual Definitions and Difficulties

Role ambiguity. According to Rizzo et al. (1970:151), role ambiguity is the "lack of necessary information available to a given organizational position." Kahn et al. (1964:73) defined role ambiguity as "a direct function of the discrepancy between the information available to the person and that which is required for adequate performance of his role." The authors (1964:73) proposed that ambiguity "may be a major source of frustration and anxiety. Ambiguity thus poses a problem for both the individual and the system." In general, the literature suggests that role ambiguity occurs when the individual has incomplete information required to satisfactorily complete any work duties (e.g., Gowler and Legge, 1975; Kahn, 1973; Miles, 1975, 1976b; Morris and Koch, 1979; Van Sell, Brief and Schuler, 1981).

Pines (1981:362) claimed

> role ambiguity exists when individuals have inadequate information about their work roles, when there is lack of clarity about the work objectives associated with the role, about colleagues' expectations of the work role, and about the scope and responsibilities of the job.

Similarly, Farber (1983:6) referred to the lack of clarity in work information as an indicator of role ambiguity: "role ambiguity is associated with a lack of clarity regarding a worker's rights, responsibilities, methods, goals, status, or accountability." Cooper and Marshall (1976:16) emphasized that role ambiguity exists "where there is lack of clarity about the work objectives associated with the role, about work colleagues' expectations of the work role and about the scope and responsibility of the job." In this study, role clarity represented the apparent absence of role ambiguity in the work roles of teachers and school-based administrators.

Role clarity. Role clarity has been conceptualized as representing varying degrees of role ambiguity. Lyons (1971:100) asserted that role clarity can be operationalized in two ways. From an objective perspective, role clarity "can refer to the presence or absence of adequate role-relevant information." The subjective perspective refers to role clarity as a "feeling of having as much or not as much role-relevant information as the person would like to have."

Ivancevich and Donnelly (1974:29) maintained that role clarity is an important variable that should be considered when examining job interest, opportunity for job innovation, satisfaction, job tension, and stress. The authors (1974:30) defined role clarity as "the extent to which required information is communicated and understood by . . . employees." Baum et al. (1981:11) asserted that "information may increase one's sense of control and one's confidence in coping efficacy, or may reinforce one's appraisal of the situation." That is, the clearer the expectations and duties associated with an individual's organizational role, the less the chances of the individual experiencing dissatisfaction and tension on the job.

Walsh et al. (1980) offered a definition of role clarity that served as the operational definition to this study. The authors (1980:254) defined role clarity as "a function of the amount of information available to the role incumbent concerning expected behavior."

Related Studies

Role ambiguity, stress, and burnout. Experiences of tension and stress are associated with role ambiguity. According to Rizzo et al. (1970:151), "ambiguity should increase the possibility that a person will be dissatisfied with his role, will experience anxiety, will distort reality, and will thus perform less effectively." Burke and Belcourt (1974:55) expressed similar sentiments. Meanwhile, Gmelch (1977:31) claimed that educational administrators experience role ambiguity because "they simply do not know where the job begins and where it ends." This ambiguity often can result in job dissatisfaction and stress.

Rizzo et al. (1970:155) stated that role ambiguity reflects uncertainty about duties, authority, time allocations, interpersonal relationships, and clarity of guides, directives, and policies. This uncertainty, Pines (1981:363) claimed, "can cause many of the negative experiences [such as lowered self-esteem, life and job dissatisfaction, and low motivation to work] identified . . . as symptoms of burnout." McLean (1979:82) maintained that "individuals who suffer from role ambiguity have been found to experience low job satisfaction, high job-related tension, and low self-confidence." However, Van Sell et al. (1981:51) maintained the evidence from a number of studies on role sender-focal person relationships is inconsistent when dealing with the relationships among role ambiguity and individual response variables. For example, studies by House and Rizzo (1972), Kahn et al. (1964), Miles (1976b, 1976c), and Rizzo et al. (1970) found that role ambiguity was positively related to job dissatisfaction, tension, anxiety, and perceived performance ineffectiveness. As Kahn et al. (1964:380) mentioned, "the individual consequences of ambiguity . . . [include] low job satisfaction, low self-confidence, a high sense of futility, and a high score on the tension index."

In contrast, the study by Tosi and Tosi (1970) of 68 elementary and secondary teachers enrolled in an introductory course in guidance and counseling in the United States found no significant relationship between role ambiguity and tension or anxiety. Further, Pettegrew and Wolf's (1982) study of the extent to which task/event, role-related, and environmental stress in schools were related to job satisfaction, role conflict, role overload, role ambiguity, management style, and everyday teaching tasks found role ambiguity was not a significant contributor to overall school stress.

Studies of the relationships among role ambiguity and personal outcomes, such as anxiety, tension, and job dissatisfaction generally are stronger than those obtained for role conflict (e.g., Hamner and Tosi, 1974; Kahn et al., 1964; Miles, 1975). Miles (1975:338) suggested that "role ambiguity may be more pervasive than role conflict in its 'effects' on personal outcomes." Generally however, greater role clarity is associated with increased job satisfaction and lower levels of job stress (e.g., French and Caplan, 1970, 1973; House and Rizzo, 1972; Miles and Perreault, 1976; Milstein, Golaszewski and Duquette, 1984; Pearce, 1981).

Role ambiguity and organizational level. Research by Drory (1981), Hamner and Tosi (1974), and Schuler (1975, 1977b) indicated that level of organizational responsibility may be a strong indicator of role ambiguity. For instance, the higher the level of responsibility, the greater the individual's access to information which thereby moderates role ambiguity. As Howard et al. (1978:28) maintained, individuals in administrative positions have the resources to manage sources of stress, and so experience less role ambiguity. Similarly, Abdel-Halim (1978:574) proposed that individuals higher in the organizational hierarchy may be better able to deal with apparent ambiguity and so receive "feelings of relative satisfaction." Further to this, Abdel-Halim (1981:555) asserted that individuals in positions of authority are given scope to exercise their talents and abilities, such that "employees reporting high match between their abilities and the job are more satisfied under high role conflict and role ambiguity than their low ability-job counterparts." However, a study by Bedeian, Armenakis and Curran (1981:255) of 202 male and female nursing personnel found no significant moderator effects for organizational level on the relationships among role ambiguity, job dissatisfaction, and job tension.

Some researchers have indicated that role ambiguity and administrative responsibility co-exist. For instance, Schuler (1980:198) contended "the necessity [of managers] for dependence on others may produce uncertainty in the resolution of the conditions of opportunity, constraint, or demand." In cases such as this, role ambiguity is a possibility.

French and Caplan (1973:35-36) reported that the manager who employs a variety of personnel in decision-making processes may encourage productivity, yet suffer considerable personal stress. Further, Miles (1976c:173) stated that the role ambiguity of administrators causes stress because the role involves coordination of interdisciplinary or cross-functional activities both within and across organizational boundaries. Hamner and Tosi (1974:499) claimed that role ambiguity has more stressful consequences for persons in administrative positions, a claim substantiated in research by Szilagyi (1977:384). Szilagyi's (1977:384) study of 295 administrative, professional, and service employees in a medical complex in the southwestern United States found that role ambiguity was "more commonplace at the higher organizational levels" and was related to job dissatisfaction. Schuler's (1977b) study of 391 employees in a manufacturing firm, and of 435 employees in a large utility enterprise in the United States supports Szilagyi's research findings.

Role ambiguity among educators. In a study of 469 teachers in Massachusetts, Schwab (1981:120) found role ambiguity was highest for teachers with 10 to 15 years of experience. Based on his findings, Schwab and Iwanicki (1982a:71) concluded that both role conflict and role ambiguity explained a significant amount of the variance in Emotional Exhaustion and Depersonalization burnout. Role ambiguity was the major predictor of Personal Accomplishment burnout.

The study of 2829 educational personnel in the Edmonton Public School District by Ratsoy and Friesen (1985:131) found role ambiguity explained a small percentage of the variance in Personal Accomplishment and Depersonalization burnout for teachers, and a substantially greater percentage of the variance in Emotional Exhaustion burnout for principals.

In a study of principal-superintendent relationships, Caldwell and Doremus (1978:9) reported that role ambiguity had an inverse relationship with performance feedback. Other researchers have outlined the strong negative correlation between feedback and burnout (e.g., Maslach and Jackson, 1981b; Pines, 1982). A logical assumption from these findings is that role ambiguity, feedback, and burnout are related.

Farkas (1984:1) asserted that role ambiguity associated with the middle-management role of the principal can result in stress and often lead to burnout. However, his study of 198 principals in New York State revealed low levels of stress for principals. This finding is consistent with research by Gorton (1982:199) who indicated "most high school principals are coping rather well with the difficulties of their job situation and are not experiencing a high level of stress." Similarly, a study of 272 school principals in Nova Scotia by MacPherson (1985:210) found "principals . . . were not suffering from debilitating degrees of burnout; on the contrary, they appeared to be experiencing little burnout in their jobs." Role ambiguity was the best predictor of Personal Accomplishment burnout for these principals.

Bailey (1983:17) contended that increased teacher role ambiguity can be explained by seven factors: (1) the impact of extracurricula assignments, (2) negotiations and consolidations, (3) teacher transfers, (4) teaching assignment changes, (5) new instructional techniques, (6) changing accountability standards, and (7) parental involvement.

Summary

The research on role clarity has been presented as it relates to burnout. There appears to be evidence in this research that the absence of role clarity contributes to stress and may lead to burnout. This study examined the extent to which role clarity was a predictor of burnout among school teachers and administrators.

E. JOB CHALLENGE

Research findings have shown that job challenge is related to burnout, as illustrated in the conceptual framework to this study. The following review of the theory and research identifies the properties of job challenge, and examines its relationship to burnout.

Conceptual Definitions and Difficulties

Walsh et al. (1980:255) defined job challenge as "the degree to which the knowledge, skills, and abilities of the role incumbent are perceived to be engaged or enlarged by the job." An individual's perception of the extent to which the job encourages use of abilities and skills may determine the amount of challenge identified with the job. Baum et al. (1981:9) contended that a person's perception of a situation predisposes the situation into becoming a threat or a challenge. The authors (1981:10) maintained that "someone with more confidence would be more likely to evaluate [a stressful situation] as challenging." Similarly, Schuler (1980:194) claimed that "the use of individual qualities . . . explains the level of stress an individual will experience."

Steers (1981:367) mentioned that enriching a job by improving task significance, autonomy, responsibility, and feedback "will represent a welcome challenge, thus improving the job-person fit and reducing experienced stress." However, not every individual wants an enriched or challenging job. In instances such as these, job challenge may lead to stress. According to Holroyd and Lazarus (1982:23), an individual's perception of the potential for a situation to become a challenge or a threat "involves not only the judgment that a transaction contains the potential for harm and the potential for mastery and gain but also the judgment that this outcome can be influenced by the individual." These preceding comments suggest that job challenge is both an objective description of the work situation, as well as an individual's subjective response to work demands.

Related Studies

Job challenge and task characteristics. Cherniss (1980a:22) stated that

> A person's work strongly influences her self-esteem. Individuals in our society tend to measure themselves by what they do. If their work is challenging and they are able to meet the challenge successfully, self-esteem is enhanced.

Being able to accept the challenge contributes to self-esteem, and mediates job stress. For example, Pines (1981:347) affirmed that a job which is meaningful and has significance is not only challenging, but may serve as a buffer to burnout: "the more sense of significance individuals have in their work . . . the less likely they are to burn out." According to Pines (1981:345), factors contributing to challenge and helping to mitigate feelings of burnout are a sense of autonomy, variety of functions, and recognition and challenge from co-workers and supervisors. Pines (1981:338) concluded that "burnout is almost always caused by a slow and gradual process of daily grindings, by chronic frustrations and stresses in the absence of challenge, significance and support."

Schuler (1980:197) described how the task characteristics of task skill variety, autonomy, significance, identity, and feedback were indicators of job challenge and were associated with a "sense of responsibility, knowledge of results, and meaningfulness." Oldham, Hackman and Pearce (1976:395) identified the five task characteristics of variety, autonomy, significance, identity, and feedback as major components of job challenge among 201 employees in a large metropolitan bank in the United States.

A series of studies revealed the positive relationships among task characteristics, job challenge, and job satisfaction. For instance, Hackman and Oldham's (1975) study of 658 employees of 62 different jobs in seven organizations in the east, southeast, and midwest United States found that increased job satisfaction and job involvement were related to a task that offered variety, autonomy, significance, feedback, and identity. Rousseau's (1977) study of 201 employees in 13 manufacturing companies in northern California identified task characteristics as predictors of job satisfaction and as criteria of meaningfulness and needs fulfillment associated with the job. An examination of 28 studies on the relationship between job characteristics and job satisfaction by Loher, Noe, Moeller and Fitzgerald (1985:286) found a significant relationship between the variables ($r=.39$). The authors (1985:286) concluded that task characteristics lead to jobs which are "more challenging, motivating, and satisfying to the individual." Based on a study of 370 employees in Department of Defense organizations and a civilian hospital, Hendrix et al. (1985:196) revealed that goal clarity and job challenge were positively related to job satisfaction ($r=.40$ and $r=.70$ respectively).

Job challenge and task complexity. Hall (1976), Hall, Schneider and Nygren (1970), and Hackman and Oldham (1976) suggested that increased job complexity will increase challenge and job involvement. However, Hackman and Lawler's (1971) study of 208 employees and 62 supervisors of a telephone company in the eastern United States found that increased job complexity may lead to confusion and anxiety if the job does not satisfy high-order need strength. Beehr, Walsh and Taber (1976:42) claimed that "people with strong high order needs are . . . more likely to derive satisfaction from performing well on challenging tasks than are people with weaker higher order needs." Oldham et al. (1976:402) suggested that an employee must first perceive the job does not satisfy intrinsic needs before it becomes dissatisfying, and before changes are implemented to increase the challenge of the job.

Gould (1979) measured the extent to which job complexity increased job challenge and involvement. Complexity was defined by Gould (1979:221) as the extent to which the job lacked repetitiveness, provided an opportunity for exercising independent judgment, and required creativity and originality in the performance of duties. Gould's (1979:221) study of 153 employees in a public agency revealed job challenge was positively related to job performance and job satisfaction for the 30-44 year age group. Little relationship existed between complexity and satisfaction for older age groups who were not aspiring for promotion, but whose satisfaction occurred from tenure and experience. Consistent with these findings, Fisher and Gitelson (1983:326) claimed that "role perceptions may become clearer with greater experience on the particular job."

Cox and Mackay (1981:105) maintained that encouraging the use of skills and abilities through job redesign programs will be effective in reducing job stress when "the individual worker becomes responsible for achieving optimum fit for himself . . . between the demands of his job, his skills and his needs." A more complex job may adversely influence individual perceptions of challenge, and mitigate feelings of job satisfaction. Cox and Mackay (1981:106) suggested "an individual's skills may often fail to match the demands imposed by a new job." Similarly, Kasl (1979:29) mentioned that job enrichment will contribute to job satisfaction only when the job context complements employee skills and fulfills the intrinsic needs of employees. Staw and Ross (1985:478) maintained that individual dispositional characteristics influence the degree to which job redesign efforts successfully affect attitudes to work.

Job challenge and job satisfaction. Hackman and Lawler (1971) proposed that meaningfulness and responsibility are psychological states that mediate the relationship between perceived job characteristics and job satisfaction. Herrick (1972), Lawler and Hall (1970), and Quinn and Sheppard (1974) demonstrated the importance of job challenge as a factor in job satisfaction. Schuler (1980:204) stated that "individuals experience job satisfaction and job involvement with more of the task characteristics . . . referred to as variety, significance, autonomy, feedback, and identity." Each of these task characteristics has been identified as a contributor to job challenge.

A survey of 1515 workers in the United States by Quinn and Staines (1979:303) revealed a positive correlation between job challenge and job satisfaction. Sheppard and Herrick (1972:xiii) suggested that "the work itself" is a major contributor to job satisfaction, and that a job which lacks challenge may cause workers to "rebel at the lack of variety, autonomy, and challenge." Their (1972:12) study of 1462 employees in blue- and white-collar occupations in the United States found that lack of challenge was related to a "scarcity of meaningful and satisfying work." A study by Forbes and Barrett (1978) of 100 male psychology students from the University of Akron indicated that the direction and shape of the relationship between abilities and satisfaction depends upon how routine or demanding the work tasks are. They (1978:194) reported a negative relationship between abilities and job satisfaction on routine tasks.

The study by Walsh et al. (1980) of 957 employees of a large manufacturing company revealed that challenge was a major predictor of job satisfaction. Further, the authors (1980:255) revealed that job challenge was related to role clarity as an intervening psychological variable. The authors (1981:266) concluded that "clarity may be essential to the development of individual feelings of growth and challenge in the job." Beehr et al. (1976:41) claimed that "challenging work increases intrinsic rewards to be gained from successful performance."

Job challenge, stress, and burnout. Even though research indicates an inverse relationship between job challenge and stress, few studies indicate clearly the degree to which job challenge predicts burnout. For instance, Sales' (1970:593) study of 73 male psychology undergraduate students from the University of Michigan found that role underload often resulted in boring, routinized, and unrelated activities. Pines et al. (1981:67) asserted that work-related tedium and routinization as indicators of job challenge are related to job dissatisfaction, frustration, and burnout. Jackofsky and Peters (1983:47) revealed that lack of job challenge influences levels of job satisfaction, while Veninga and Spradley (1981:34) contended that lack of challenge and routinization of tasks lead to "the stress of understimulation."

In comparison, Beehr (1976:39) suggested that enriching the job characteristics of autonomy and utilizing individual abilities and skills may reduce job stress, a belief consistent with research by Karasek (1979). A survey by Karasek (1979:303) of the job design patterns of Sweden and the United States indicated that the increased opportunities for workers to use their skills and to make decisions on the job were related to decreased job strain and depression, and increased job satisfaction.

The reasonable assumption to draw from these and other studies (e.g., Hackman and Oldham, 1976; Howard et al., 1978; Randolph and Posner, 1981) is that if job challenge is related to stress, so too may it be related to burnout. In support of this assumption, Cherniss' (1980a:273) study of 28 professionals from the fields of law, mental health medicine, nursing, and teaching found that lack of job challenge contributed to stress, dissatisfaction, and burnout. Cherniss (1980a:13) observed that for these professionals, "lack of variety and challenge . . . and [lack of] intellectual discovery in their jobs became yet one more strain contributing to burnout."

Consistent with Cherniss' (1980a,b) research, Pines (1982:194) stated that "variety in the work environment enhances interest and challenge." In effect, variety and challenge are measures of much the same thing (e.g., Oldham et al., 1976; Schuler, 1980). In her study of 294 psychology students and 277 professional women, Pines (1982:195) revealed that variety and burnout were negatively correlated (r= -.35 and r=-.32, respectively). Based on these findings, Pines (1982:210) suggested that maximizing challenge would contribute to a work environment without burnout.

Pines et al. (1981) also examined the relationships among various job characteristics indicative of job challenge, and burnout. Their (1981:214) four year survey of 3916 students and professionals in human service delivery occupations revealed that variety, autonomy, significance, and feedback were negatively correlated with burnout. Maslach and Jackson (1981b:107) in two separate studies involving 91 social service and mental health workers, and 180 nurses, social service and mental health workers revealed similar negative correlations between feedback, significance, meaningfulness, and burnout.

These preceding studies indicate that job challenge may be a significant predictor of burnout. Cherniss (1982:174) recommended that modifying jobs by increasing challenge "so that the demands better match the workers' skills and interests" may be an appropriate intervention strategy in burnout prevention.

Summary

The research on job challenge has been presented as it relates to burnout and other variables. Research findings revealed that job challenge is related to role clarity and job satisfaction, and is a potential source of burnout. This study examined the extent to which job challenge was a significant predictor of burnout among school teachers and administrators.

F. JOB SATISFACTION

Job satisfaction was the third variable examined in this study to determine the degree to which it was a significant predictor of burnout, as outlined in the conceptual framework to the study. The following review of the theory and research explores several definitions of job satisfaction and examines its relationship to burnout.

Conceptual Definitions and Difficulties

Locke (1969:314) maintained that "job satisfaction and dissatisfaction are . . . complex emotional reactions to the job." According to Locke (1969:316), job satisfaction "is the pleasurable emotional state resulting from the appraisal of one's job values," where values are "that which one acts to gain or keep." Locke (1969:316) asserted that the satisfaction an individual obtains from a job is related to what one wants from the job and what the job is capable of offering.

Consistent with Locke's (1969) definition of job satisfaction, Lawler and Hall (1970:311) contended that satisfaction "depends on the degree to which [the] job actually provides the autonomy and growth experiences [the individual] feels it should." Following the notion of job satisfaction as an affective response to a job situation, Steers (1977:41) called satisfaction "the degree of feeling of contentment felt by a person toward an organizational role or job." Scarpello and Campbell (1983:599) stated that job satisfaction occurs because of the interaction between individual needs and organizational roles. Satisfaction results when an individual perceives the job provides the required opportunities for personal growth. From the same perspective, Salancik and Pfeffer (1977:428) claimed job satisfaction results "from the correspondence between the needs of the individual and the characteristics of the job situation . . . Jobs which fulfill a person's needs are satisfying, those that do not are not satisfying." In their social information processing model of job satisfaction, Salancik and Pfeffer (1978:226) suggested that individuals' perceptions of their abilities in handling the requirement of the job influence their levels of job satisfaction.

Locke's (1969,1976) Theories of Job Satisfaction

Locke (1969:309) maintained that the determinants of job satisfaction may lie in the job itself (intrinsic view), in the worker's mind (subjective view), or in the interaction between the worker and his work environment (interactionist view). He (1976:1302) identified these causes of job satisfaction as process and content theories of job satisfaction. Process theories propose that job satisfaction is an emotional state resulting from the perception of the job fulfilling one's job values. These theories are subjectively based. Content theories of job satisfaction focus on particular job conditions conducive to satisfaction, and are objectively based.

The intrinsic, content view of job satisfaction is equated with the concept of need (Locke, 1969:320). The Motivator-Hygiene (or two-factor) theory by Herzberg, Mausner and Snyderman (1959) is a key example of this perspective. Research on job satisfaction from the intrinsic framework includes that by Ewen, Smith, Hulin and Locke (1976), Schneider and Locke (1971), and Sergiovanni (1967).

The subjective, process view of job satisfaction, according to Locke (1969:320), is equated with the concept of value. Although values are acquired rather than innate, and needs are objective requirements for the survival of the individual, the two concepts are often confused. Locke (1976:1304) maintained that need theorists such as Lofquist and Dawis (1969) and Porter (1961) "use [the word 'need'] as if it were synonymous with value." Research on job satisfaction from the subjective view includes that by Bacharach and Mitchell (1983), Beehr et al., (1976), and Vroom (1964).

The interactionist view of job satisfaction refers to the interaction between the individual and the environment. The theory of facet satisfaction by Lawler (1973:74-77) is a key example of this perspective. According to the theory of facet satisfaction, job satisfaction is determined by the perceived ratio of what a person receives from a job relative to his/her inputs. Lawler (1973:62) asserted that it is important to understand the causes of job satisfaction, because this satisfaction is an indication of the quality of life in organizations.

An appropriate definition of job satisfaction that recognizes both the needs and values of the individual, and the one adopted for purposes of this study, was proposed by Locke (1976:1342):

> Job satisfaction may be viewed as the pleasurable emotional state resulting from the perception of one's job fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs.

In an interpretation of Locke's (1976) value theory of job satisfaction, Gunn and Holdaway (1985:4) stated that job satisfaction is the result of an individual's perception of the job situation fulfilling one's needs and values.

Individual and Work Variables of Job Satisfaction

Ronan (1970:198) stated that the actual work performed "is the major determinant of job satisfaction." Goble (1976:30) mentioned that work could either enhance "human dignity and satisfaction of the soul," or could be a "burdensome imposition." This belief that work is a necessary component to self-esteem and satisfaction is an underlying theme in stress research. For example, Ivancevich and Matteson (1980:17) claimed that "many people find a substantial portion of their satisfaction and identity in their work," and Selye (1974:81) asserted that "work is a biological necessity" which provides for enjoyment and a sense of achievement. Matteson and Ivancevich (1982:12) proposed that eustress and job challenge interacted to produce job satisfaction.

Researchers have found relationships among various individual and organizational characteristics as contributing to job satisfaction, and as listed below.

1. Increased age. Porter and Lawler (1968), Rottier, Kelly and Tomhave (1983) and Wild and Dawson (1976) illustrated that older managers and teachers were more dissatisfied with their work. Anderson and Iwanicki (1984) and Miskel (1973) found that younger educators were more dissatisfied with work which failed to fulfill higher esteem needs.

2. Sex. Chapman (1983) and Korman (1971) showed that sex had no significant impact on job satisfaction. Studies by Holdaway (1978a,b), Lawler (1971), and Rottier et al.

(1983) revealed females generally were more satisfied than males for doing the same work.

3. Administrative experience. Overall job satisfaction appears to increase with the length of service (e.g., Buchanan, 1974; Gunn, 1984; Schein, 1971; Van Mannen and Katz, 1976).

4. Oganizational size. Hall (1972), Harris (1984), and Hassen (1976) found that smaller organizations and work units were more likely to foster employee satisfaction.

5. Teaching assignment. Holdaway (1978a:76) reported that of the 686 teachers from a sample of 801 in Alberta who stated their major teaching assignment was consistent with their training and experience, 84 percent expressed overall satisfaction.

6. Recognition by super- and subordinates. Chapman (1983), Farber (1984a), Holdaway (1978b), and Litt and Turk (1985) found that lack of recognition from supervisors was related to job dissatisfaction among teachers. Friesen, Holdaway and Rice (1981, 1983) reported sense of accomplishment and interpersonal relationships as sources of satisfaction for principals. Gunn (1984), Rice (1978), and Wolcott (1973) revealed that principal-teacher interactions contributed to job satisfaction in principals.

Related Studies

Job satisfaction of educators. Holdaway's (1978b:32) study of 801 teachers in Alberta revealed "the primacy of achievement and recognition as sources of teacher satisfaction." Chapman (1983:45) corroborated these findings, claiming that more satisfied teachers assign more importance to recognition by administrators, while less satisfied teachers assign more value to recognition by peers. Further, in a study of 74 secondary school administrators from 25 schools in Chicago, Schmidt (1976:81) revealed administrators indicated that recognition and achievement motivated them to lift their performance levels. The study by Friesen et al. (1983:52) of 327 school principals in Alberta found the main sources of satisfaction for many of the principals were interpersonal relationships, sense of achievement, responsibility, and autonomy. Sources of dissatisfaction were administration and policies, work load, financial constraints, public opinion, and stress. Aspects of the work identified as both sources of satisfaction and sources of dissatisfaction included relationships with teachers, sense of responsibility, autonomy, student attitudes, job challenge, and relationships with parents. Based on these findings, Friesen et al. (1983:55) concluded "the main sources of satisfaction of principals appear to be intrinsic in nature as compared with the dissatisfiers which are mainly extrinsic."

Anderson and Iwanicki (1984) studied the relationship between job satisfaction and burnout for 375 teachers in Hartford, Connecticut. Their study revealed that the need deficiencies of teachers had increased significantly, indicating that teachers felt less secure in and satisfied with their jobs. The authors (1984:138) concluded that fulfillment of the intrinsic needs of esteem and self-actualization accounted for greater job satisfaction, while their lack of fulfillment led to greater degrees of burnout.

Chapman (1983:40) isolated three factors he claimed contributed to the declining job satisfaction of teachers: (1) media coverage has diminished the status and respect of teachers, (2) there is an increasing negative public opinion of teachers, and (3) teachers lack career motivation. Chapman (1983:49) suggested that administrators should become more aware of the pressures encountered by their staff, and of their personal influence on the career satisfaction of teachers. Similarly, Litt and Turk (1985:184) contended that "much can be gained in terms of reduction of teacher stress by finding ways to improve teacher-administrator relationships and by making principals more aware of their teachers' concerns." Welch et al. (1982:48) identified the lack of sufficient training in human relations skills as a major cause of job dissatisfaction, stress, and burnout among principals.

Other conditions contributing to job dissatisfaction among educators include (1) uncertainty concerning teaching priorities (e.g., Pierson and Archambault, 1984), (2) the growth of internal and external pressure groups (e.g., Gupta, 1981; Turk and Litt, 1981), (3) increased expectations and work load (e.g., Ratsoy and Friesen, 1985; Welch et al., 1982; Williams, 1981), (4) vague job descriptions (e.g., Keith, 1979), (5) reduced decision-making (e.g., Lortie, 1975), and (6) tedium, repetition, and lack of work stimulation (e.g., Meier and Davis, 1982).

Holdaway (1978b:45) recommended that "consideration should . . . be given by researchers to some of the correlates of facet satisfaction," where facet satisfaction represents satisfaction with specific aspects of the work. Identifying those aspects of the job which account for greater levels of satisfaction may help improve the performance of educators and so reduce the increasing incidence of stress and burnout in education.

Job satisfaction and job challenge. Job challenge has been shown to be a potential contributor to job satisfaction, and a moderator of burnout. For instance, Pines et al. (1981:154) stated that "the lack of a real opportunity for self-actualization in work and home life was significantly related to tedium and burnout." In a study of 52 employees of a large organization, the authors (1981:67) found that "tedium increased as many job satisfaction measures decreased." Similarly, Heifetz and Bersani (1983:60) claimed that boredom resulting from lack of challenge can lead to burnout, for then the professional's growth is at a standstill. Vroom (1964:101) associated the opportunity to use one's abilities in a challenging job with the satisfaction of self-actualization needs. Similarly, Lawler (1973:158) contended that if a job is challenging, intrinsically rewarding, and clearly defined, "the more likely [an individual] will be to obtain higher-order need satisfaction." In comparison, Gmelch (1977:51) contended that "when jobs become boring and unchallenging," work performance and effectiveness may suffer. As Gupta's (1981:121) study of 25 teachers in three junior high schools in the southwest United States revealed, job dissatisfaction and boredom were significantly related (r=.51). Pines et al. (1981:35) maintained that boredom and decreased job challenge contributed to burnout:

> [P]eople burn out not only from being overstressed with a great deal of work to do, but they can also burn out from being underchallenged, from having less to do than they have training to do; from not really feeling well utilized.

Job satisfaction and stress. The research suggests that some stress is necessary in our lives. However, if stress becomes intense and incessant, some decrements in work performance and satisfaction are likely to occur. Herzberg et al. (1959) and Kornhauser (1974) contended that gratifications and deprivations arising from the job may be important determinants of employee work adjustment and mental health. Moe (1979) and Scrivens (1979) asserted that the failure to fulfill personal needs can lead to job dissatisfaction, and mental and physical stress. Korman's (1971) three separate studies of 202, 90 and 91 undergraduate students enrolled in three different universities in the New York metropolitan area indicated that the emotional conditions of anxiety, frustration, and aggressiveness were related to job dissatisfaction.

Kyriacou and Sutcliffe (1978a:5) asserted that high job dissatisfaction is a psychological response correlate of teacher stress. However, Burke (1976) contended that some types of occupational stress are positively related to job satisfaction. From a study of 228 engineers and accountants, Burke (1976:239) revealed that positive occupational stresses are associated with a challenging job, high organizational expectations, and the ability of the individual to meet the demands of the task. Potential stressors are converted into motivators by the employee able to cope with the situation. Burke (1976:243) asserted that the individual who voluntarily takes on increased job demands and pressures actually works harder toward higher goals and derives greater satisfaction from the work experience.

Similar to Burke's (1976) findings, Seiler and Pearson (1984) found that job satisfaction and work stress were positively related. In a study of 164 accounting faculty members of higher education institutions from 41 states in the United States, Seiler and Pearson (1984:313) revealed that employees who were more satisfied with their jobs were more likely to be assertive, idealistic, goal oriented, and workaholics, and more prone to higher levels of stress. Consistent with these findings, Meléndez and de Guzmán (1983:36) stated that "when stress is functional, it can act as a stimulus to growth . . . If a person responds to this stimulus, he grows and thus gains job satisfaction."

In contrast, Buck (1972) and Pines et al. (1981) maintained that lower job satisfaction was positively related to increased stress. The study by Buck (1972) of 36 managerial employees in a manufacturing company in New York State found that job pressure (i.e., work-related stress) and job satisfaction were negatively related. Buck (1972:50) concluded that "managers who worked under pressure were less likely to report being satisfied with their jobs." Similarly, Howard et al. (1978:33) contended that "job satisfaction . . . is about the most effective antidote to job-related stress." Friesen et al. (1981:4) asserted that because a principal's time is chiefly concerned with "communicating, managing time, managing decision making, and managing stress," job satisfaction may be enhanced by successful handling of these situations.

Based on conflicting evidence from research on stress and job satisfaction, Arvey, Dewhirst and Boling (1976) and Keller (1975) stated that research on job satisfaction and its relationship with work stress is inconclusive and in need of clarification.

Job satisfaction and burnout. According to Seiler and Pearson (1984:302), the relationship between job satisfaction and burnout lacks adequate empirical verification. Sweeney (1981:103) maintained that further research should explore the influence of personal and situational variables on the relationship between job satisfaction and burnout. Meier (1984:218) stated that the task of clarifying the relationship between job satisfaction and burnout "lies ahead."

Maslach and Jackson's (1981b:109) study of 91 social service and mental health workers revealed that job satisfaction had moderate negative correlations with both Emotional Exhaustion ($r=-.23$, $p<.05$) and Depersonalization ($r=-.22$, $p<.02$), as well as a slightly positive correlation with Personal Accomplishment ($r=.17$, $p<.06$). These findings indicate that overall job satisfaction was a predictor of burnout, although less than six percent of the variance in any burnout sub-scale was accounted for by these correlations.

Other research findings illustrate the relationship between job satisfaction and burnout. For instance, Anderson and Iwanicki (1984:109) stated that "teachers are struggling to find job satisfaction through fulfillment of their professional roles." Their (1984:128) study of teachers in Connecticut found that lack of fulfillment of higher-order needs was related to increased levels of burnout. In a study of 553 social workers in the United States, Jayaratne and Chess (1983:137) found that job satisfaction was more significantly related to burnout than were role ambiguity, role conflict, and work load. Job challenge was a significant predictor of Depersonalization burnout, and the lack of promotional opportunities was the major predictor of Emotional Exhaustion burnout. In his study of 272 school principals in Nova Scotia, MacPherson (1985:221) found that "the personal accomplishment aspect of burnout was the one area that appeared to reflect a feeling of distress among school principals." MacPherson (1985:234) suggested that higher levels of Personal Accomplishment burnout at later career stages may be an indication of a lack of challenge in and satisfaction with the job. From a study of 115 school counselors, Conway (1984) illustrated that burnout was related to overload, role conflict, job satisfaction, job stress, and support and clarity of client expectations.

Through a grounded theory approach in the collection of data, Blase (1982:95-100) outlined the relationships among work satisfaction, involvement, motivation, effort, rewards, coping resources, and teacher burnout. His study of 49 school-based personnel in New York State revealed that low levels of work motivation and involvement were related to low levels of job satisfaction. Increased job satisfaction lessened the propensity to burn out among teachers.

Summary

The research on job satisfaction has been presented as it relates to burnout and other variables associated with job satisfaction and burnout. In general, research findings point to a negative relationship between job satisfaction and burnout. However, the existence of this relationship has not been fully documented for educators. This study examined the extent to which job satisfaction was a predictor of burnout among school-based educators.

G. SUMMARY

A review of the literature and research in relation to (1) stress, (2) burnout, (3) role clarity, (4) job challenge, and (5) job satisfaction has identified variables that were found to be related to burnout. However, the review also revealed a number of areas in further need of research, and questions about relationships between variables. In particular the study of the relationship of burnout to such variables as role clarity, job challenge, and job satisfaction was proposed.

The nature of burnout and its relationship to stress appear to be areas in need of further study. Arising from this need is the recommendation that future research should more fully examine the degree of burnout among educators at different levels and in different positions of organizational responsibility.

The extent to which burnout among educators is related to role clarity, job challenge, and job satisfaction is a relatively new area of research. Even though a number of studies have looked at these relationships, they have not indicated the extent of these relationships among educators.

While the literature and research have documented the relationship between role clarity and work stress for various occupational groups, little empirical evidence of the relationship between role clarity and burnout exists, specifically as this relationship occurs in an educational context.

Research findings indicate that job challenge is related to job satisfaction and role clarity. However, the relationship between job challenge and burnout is unclear and in need of further study.

Research reveals that the relationship between job satisfaction and burnout has been delimited to an examination of overall job satisfaction or satisfaction with higher-order needs as predictors of burnout. This study explored the extent to which individual factors of job satisfaction were significant predictors of burnout among school teachers and administrators.

Chapter III

RESEARCH DESIGN AND METHODOLOGY

This chapter is divided into three major sections: (1) research design, (2) research methodology, and (3) instrument development and validation.

A. RESEARCH DESIGN

Purposes of the Study

The major purposes of the study were to describe the nature of burnout among teachers and school-based administrators, to explore the differences in burnout between teachers and administrators, and to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout.

Specific Objectives

Five objectives were established to fulfill these purposes:

1. To describe the nature of burnout among teachers;
2. To describe the nature of burnout among administrators;
3. To analyse differences in burnout between teachers and administrators;
4. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among teachers, and to examine aspects of the job personally identified by teachers as major contributors to feelings and attitudes representative of burnout as defined by Maslach and Jackson (1981a:1); and
5. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among administrators, and to examine aspects of the job personally identified by administrators as major contributors to feelings and attitudes representative of burnout.

Nature of the Study

The study was both exploratory and descriptive in nature. Kerlinger (1967:388) stated that exploratory analysis intends "to discover significant variables in the field situation, to discover relations among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses."

According to Williams (1979:9), the key feature in descriptive research "is that some existing situation is being studied," with the intention to observe and define the characteristics of the situation. Selltiz, Jahoda, Deutsch and Cook (1959:50) stated that a descriptive study is designed to

> portray accurately the characteristics of a particular individual, situation, or group . . . [and] to determine the frequency with which something occurs or with which it is associated with something else.

The present study was exploratory as it was designed to gain new insights into (1) the nature of burnout among teachers and school-based administrators in a system-wide survey of an urban separate school district, (2) teachers' and administrators' perceptions of job satisfaction, role clarity, and job challenge, and (3) aspects of the job personally identified by the respondents as major contributors to feelings and attitudes representative of burnout.

The study was descriptive as it (1) provided as complete an understanding as possible of the nature of burnout among teachers and administrators, (2) examined teachers' and administrators' perceptions of job satisfaction, role clarity, and job challenge, and (3) described and examined aspects of the job personally identified by the respondents as major contributors to feelings and attitudes representative of burnout.

Research Problems

The major purposes of the study and the five specific objectives were addressed through an examination of five major research problems, and related sub-problems. The following research problems were investigated:

Research problem 1: burnout among teachers. The first objective of the study was to describe the nature of burnout in teachers.

What is the nature of burnout among teachers and its relationship to selected background variables?

The following sub-problems were examined.

1.1. What is the nature of burnout among teachers, and how does it compare with the established norms for each sub-scale of burnout?

1.2. What is the relationship between burnout and the selected background variables of teachers?

Research problem 2: burnout among administrators. The second objective of the study was to describe the nature of burnout in administrators.

What is the nature of burnout among administrators and its relationship to selected background variables?

The following sub-problems were examined.

2.1. What is the nature of burnout among administrators, and how does it compare with the established norms for each sub-scale of burnout?

2.2. What is the relationship between burnout and the selected background variables of administrators?

Research problem 3: differences in burnout between teachers and administrators. The third objective of the study was to examine differences in burnout between teachers and administrators.

What is the difference in the nature of burnout between teachers and administrators?

The following sub-problem was examined.

3.1. What is the difference in the nature of burnout between teachers and administrators, and how does it compare to burnout norms?

Research problem 4: predictors of burnout for teachers. The fourth objective of the study was to describe the extent to which job satisfaction, role clarity, and job challenge were significant predictors of burnout among teachers, and to explore aspects of the job identified by teachers as major contributors to feelings and attitudes representative of burnout.

To what extent are job satisfaction, role clarity and job challenge significant predictors of burnout in teachers, and how are they related to aspects of the job contributing to burnout in teachers?

The following sub-problems were examined.

4.1. To what extent are job satisfaction, role clarity, and job challenge significant predictors of emotional exhaustion burnout in teachers?

4.2. Which aspects of the job identified by teachers as contributing most to feelings of overextension and exhaustion are related to the significant predictor(s) of emotional exhaustion burnout?

4.3. To what extent are job satisfaction, role clarity, and job challenge significant predictors of depersonalization burnout in teachers?

4.4. Which aspects of the job identified by teachers as contributing most to the development of negative attitudes and impersonal responses are related to the significant predictor(s) of depersonalization burnout?

4.5. To what extent are job satisfaction, role clarity, and job challenge significant predictors of personal accomplishment burnout in teachers?

4.6. Which aspects of the job identified by teachers as contributing most to feelings of a lack of personal accomplishment are related to the significant predictor(s) of personal accomplishment burnout?

Research problem 5: predictors of burnout for administrators. The fifth objective of the study was to describe the extent to which job satisfaction, role clarity, and job challenge were significant predictors of burnout among administrators, and to explore aspects of the job identified by administrators as major contributors to feelings and attitudes representative of burnout.

To what extent are job satisfaction, role clarity, and job challenge significant predictors of burnout in administrators, and how are they related to aspects of the job contributing to burnout in administrators?

The following sub-problems were investigated.

5.1. To what extent are job satisfaction, role clarity, and job challenge significant predictors of emotional exhaustion burnout in administrators?

5.2. Which aspects of the job identified by administrators as contributing most to feelings of overextension and exhaustion are related to the significant predictor(s) of emotional exhaustion burnout?

5.3. To what extent are job satisfaction, role clarity, and job challenge significant predictors of depersonalization burnout in administrators?

5.4. Which aspects of the job identified by administrators as contributing most to the development of negative attitudes and impersonal responses are related to the significant predictor(s) of depersonalization burnout?

5.5. To what extent are job satisfaction, role clarity, and job challenge significant predictors of personal accomplishment burnout in administrators?

5.6. Which aspects of the job identified by administrators as contributing most to feelings of a lack of personal accomplishment are related to the significant predictor(s) of personal accomplishment burnout?

The Sample

This study was a system-wide survey of all school-based certificated personnel in the Edmonton Catholic School District. Eighty-one schools were involved in this survey, representing a total of 1,383 certificated personnel. There were 786 returns for a return rate of fifty-seven percent. Two respondents chose to return the questionnaire through regular mail service. Four returns were received too late for inclusion in the data analysis. A further 23 were deleted because they were incomplete in one or more of the five sections of the questionnaire, leaving 763 usable returns, a return rate of fifty-five percent. The percentage return rate for principals was 82 percent; for assistant principals, it was 77 percent; and for teachers, it was 52 percent. This represented an extremely good return rate from principals and assistant principals, and a moderately good return from teachers. Travers (1969:199) indicated that

> a questionnaire of some interest to the recipient may be expected to show only a 20 per cent return, even when conditions are favorable. If nonrespondents are contacted a second or third time, the return may be increased to 30 per cent. Only rarely does it reach the 40 per cent level.

The extent to which the sample was representative of the population is illustrated in Table 3.1. As indicated, the chi-square value of 5.86 with three degrees of freedom was not statistically significant at the .05 level. Thus, the sample was not significantly different to the population on the distribution by school type.

Table 3.1

Frequency and Percentage Frequency Distributions of the Sample and the Population by School Type

School Type	Edmonton Catholic School District f	Edmonton Catholic School District %	Sample f	Sample %
Kindergarten/Elementary	513	37.1	316	41.6
Junior High	605	43.7	308	40.5
Senior High	226	16.3	109	14.3
Other (K-7, K-8, 6-9)	39	2.9	27	3.6
Totals	1383	100.0	760*	100.0

*Three respondents failed to provide data on level of school

Chi-square = 5.86

Degrees of Freedom = 3

$p > .05$

B. RESEARCH METHODOLOGY

Quantitative and Qualitative Methods

Data for this study were collected by means of a 72-item survey questionnaire that was delivered to all school-based certificated personnel in the Edmonton Catholic School District. Borg and Gall (1983:404) referred to survey research as "a method of systematic data collection." In particular, asserted the authors (1983:415), "the questionnaire can be a very valuable research tool in education." Consequently, the questionnaire survey method was chosen for collection of data as it is convenient, cost efficient, and comprehensive. Apart from preserving anonymity, the questionnaire format also allows respondents the freedom to answer questions in private, and without influence from researcher bias. The questionnaire used in this study encouraged each respondent to answer both (1) a closed item, alternative response set, and (2) an open-response section. Mouly (1978:192) stated that there may be some advantages in having both types of response formats in any given questionnaire:

> The closed questionnaire generally makes for greater coverage, more likely returns and more systematic tabulation. On the other hand, there may be a need for the respondent to clarify his position with regard to some of the items, and it is generally advisable to include an open question or two for general reaction or comment at the end of . . . the closed questionnaire.

The various sections of the questionnaire developed for this study, entitled "Job Survey for Educational Personnel," relate to (1) Selected Background Information, (2) Job Satisfaction, (3) Role Clarity and Job Challenge (Job Characteristics), (4) Burnout (View of Your Job), and (5) Personal Comments. A copy of the questionnaire is included in Appendix A.

Three questions in the questionnaire are open-ended where educators were asked to identify two factors of the job which contributed most to (1) feelings of overextension and exhaustion, (2) the development of negative attitudes and impersonal responses towards clients, and (3) feelings of a lack of personal accomplishment on the job. These questions were derived from the definition of burnout by Maslach and Jackson (1981a,b).

The three open-ended questions were intended to supplement the quantitative data. Turner (1981:243) stated that both quantitative and qualitative techniques can be used in a complementary fashion. Jick (1979:603-604) asserted that the combination of both quantitative and qualitative research methodologies is a form of triangulation, because this combination can

> capture a more complete, holistic, and contextual portrayal of the unit(s) under study . . . the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods.

In a report of teacher reflections on classroom life, Holly (1983:5) maintained that writing about work experiences is a powerful tool for several reasons:

> 1. Writing is a way to capture events which would have gone unexamined . . .
> 2. Writing is a vehicle for sharing.
> 3. Writing necessitates thought and takes time. It provides a pause for reflection as a means to gain perspective.
> 4. It is a means for clarifying [an educator's] assumptions and philosophy.
> 5. Writing takes discipline and hard work, but [educators] who persevere seem able to cut through much of the superficiality of teaching [and administration] so as to explore the meaning of what it is they do.
> 6. Writing ultimately is a way to experience events, to become aware of what is happening as it happens.

Permission to Conduct the Research

Permission to conduct the research was obtained from several sources:

1. The Research and Test Coordinator, Edmonton Catholic School District;
2. The Superintendent of Schools, Edmonton Catholic School District;
3. The Division of Field Services, the University of Alberta; and
4. The Department of Educational Administration Research Ethics Review Committee, the University of Alberta.

The researcher indicated to all respondents that strict anonymity and confidentiality of responses were assured. Further, the findings were made available to school-based staff members involved in the study.

Data Collection Procedures

Permission to conduct a system-wide survey of all school-based certificated personnel in the Edmonton Catholic School District was received from the superintendent of schools and the Research and Test Coordinator, the Department of Student Services, Edmonton Catholic School District. The questionnaires were delivered to each school through the Edmonton Catholic School District's central mailing service, and were returned to central office over a period of three weeks through the same service. Respondents were requested to complete the questionnaire and return it to central office in the attached return envelope addressed to the Research and Test Coordinator of the district. Respondents were guaranteed anonymity and confidentiality in the reporting of findings, with no mention being made of any individual principal, assistant principal, teacher, or school.

A total of 1,500 questionnaires, each with an attached return addressed envelope and a covering letter explaining the purpose of the study, were sorted according to staff size for each school. Packages of questionnaires were delivered to their appropriate school in the district during the final week of September, 1985. Principals in each school were requested to distribute the questionnaire to all certificated staff members. Principals and all certificated staff members were asked to complete the questionnaire, place it in the attached envelope, and to seal and mail the envelope to central office through the district's I.M.C. Delivery service.

A follow-up reminder letter was mailed to each principal one week after the delivery of questionnaires to schools. This letter requested principals to remind their staff to complete the questionnaire and return it to central office if they had not already done so. One week after the reminder letter was mailed, each school principal was contacted by telephone. The phone calls were made to determine how many questionnaires had been completed and returned.

In total, each certificated member of staff in each school of the Edmonton Catholic School District was delivered (1) a questionnaire entitled "Job Survey for Educational Personnel," (2) a covering letter explaining the purpose of the study, and (3) an attached envelope addressed to the Research and Test Coordinator of the Edmonton Catholic School

District for return of the completed questionnaire. A copy of the questionnaire is contained in Appendix A. Included in Appendix B are copies of the note requesting principals to distribute the questionnaire to all certificated staff members, the covering letter attached to each questionnaire, and the follow-up reminder letter.

Data Analysis

As indicated previously, the nature of this study was descriptive in the sense that it sought to identify and describe the nature of burnout among teachers and administrators, and the relationships between burnout, job satisfaction, role clarity, job challenge, and the selected background variables of respondents. Because the study was descriptive, cause and effect relationships could not be established.

The study was also exploratory in the sense that it attempted to gain new insights into the nature of burnout among teachers and administrators, examined differences in burnout between teachers and administrators, and examined the extent to which job satisfaction, role clarity, and job challenge were significant predictors of burnout for these educators. Exploratory research of this nature is significant because it lays the foundation for future studies on burnout, job satisfaction, and job characteristics.

Further, both quantitative and qualitative data were collected for the purpose of providing more detailed descriptions of factors associated with burnout among teachers and administrators.

Quantitative analysis. Descriptive statistical techniques such as means, standard deviations, and frequencies were used for the analysis of the descriptive data. Exploratory statistical techniques such as correlation analysis, multiple stepwise linear regression analysis, analysis of variance, factor analysis, and *t*-tests were used to examine relationships among research variables.

According to Williams (1979:121), "correlation . . . characterizes the existence of a relationship between variables." The degree to which job satisfaction, role clarity, and job challenge were correlated with each burnout sub-scale and with each other was indexed both by the magnitude of the relationship, and its direction. Williams (1979:122) stated that magnitude refers to the degree to which the variables vary together. Direction refers to whether the variables vary together (positively), or whether they vary inversely (negatively).

Regression analysis was used to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of the criterion variable. In this study, the criterion variable was represented by the intensity sub-scales of Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout. Weiss (1976:332) outlined that the incremental stepwise procedure of multiple regression works from the "bottom up." In this procedure, variables are added which have the highest relationship with the criterion variable, as indicated by their partial correlations with the criterion. As variables are added, the multiple correlation is recomputed at each step until the increments in the multiple correlation coefficient (R) become no longer statistically significant.

One-way analysis of variance was used to examine statistically significant differences among sub-groups of teachers and administrators classified by selected background variables in relation to each burnout sub-scale. A significance level of .05 was set for the various analyses. When the one-way analysis of variance provided an F ratio which was statistically significant beyond the .05 level, the Scheffé procedure as outlined by Ferguson (1971:271) was used to compare individual sub-groups in an attempt to locate differences which contributed to the analysis of variance result. Because of the rigorous nature of the Scheffé procedure, the significance level was set at .10 as suggested by Ferguson (1971:271).

Kerlinger (1967:650) stated that "factor analysis is a method for determining the number and nature of the underlying variables among large numbers of measures." Factor scores are computed for each variable. These variables are subjected to a varimax (orthogonal) rotation. This rotation locates single factors that account for the greatest number of variables loading on these factors. In this study, factor analyses were conducted of responses by teachers and administrators to the Maslach Burnout Inventory, the job satisfaction instrument, and the job characteristics instrument. These analyses revealed that the factor solutions for both the Maslach Burnout Inventory and the job characteristics instrument based on responses from educational personnel were similar to the factor structures of the original instruments. A related objective was to identify sets of factors for the job satisfaction instrument. These factors of job satisfaction, together with the factors of burnout and job characteristics, were used for analysis of data as they related to the research problems of this study.

The t-test was used to test for statistically significant differences in burnout between sub-groups of teachers and administrators classified by sex, and for differences in burnout between teachers and administrators.

Qualitative analysis. Three open-ended response questions in the questionnaire required categorization on the basis of the responses obtained. Teachers and administrators were asked to identify two aspects of the job which contributed most to (1) feelings of overextension and exhaustion, (2) the development of negative attitudes and impersonal responses, and (3) feelings of a lack of personal accomplishment.

A content analysis was made of each open-ended response category. According to Carnoy (1979:64), content analysis is used "when source material is used to complement some other kind of data during an inquiry into attitudes." Orlich (1978:47) stated that the most critical problem of open-ended responses "is to tabulate the information in a meaningful, systematic, and objective manner." To preserve objectivity, Orlich (1978:69) suggested that open-ended responses be coded by at least two judges, thereby strengthening reliability as well. In order to achieve these objectives, all open-ended responses were coded by the researcher as well as by an independent coder. Goodwin and Goodwin (1985:7) recommended that the inter-rater reliability may be calculated by dividing the number of coding agreements between each coder by the number of coding agreements added to the number of coding disagreements. The inter-rater reliability coefficients established for coding of the open-ended responses of this study were as follows:

1. Feelings of overextension and exhaustion -- .88;

2. Negative attitudes and impersonal responses -- .83; and

3. Feelings of a lack of personal accomplishment -- .86.

These feelings and attitudes represented a priori major analysis categories. A posteriori sub-categories of the major analysis categories were generated by the researcher and the independent coder.

The method used for content analysis of the open-ended responses was similar to that described by Bogdan and Biklen (1982:165-169). Open-ended responses were analysed in the manner reported below.

1. All questionnaires were chosen for the content analysis. Each questionnaire was numbered, and identified as a response by a teacher, principal, or assistant principal.

2. Each set of open-ended responses in each questionnaire was read twice, and lists of sub-categories of the three major analysis categories were created.

3. Each sub-category was assigned a brief descriptor and code number.

4. The open-ended responses were read again. Units of data were analysed to determine their relevance to the major analysis categories and to the sub-categories of the three major analysis categories. A unit of data was either a single word, an expression, a phrase, a sentence, a paragraph, or more than one paragraph that related unambiguously to the descriptor of a sub-category. Additional sub-categories were created for units of data that could not be classified into existing sub-categories. Parentheses were placed around each unit of data. A respondent code number, a major category code number, and a sub-category code number were assigned to each relevant unit of data.

5. A photocopy was made of each set of open-ended responses upon completion of the coding of the data.

6. Each coded unit of data was cut from the photocopied written responses. The master responses were retained for further reference. Coded units of data were placed in identically coded manila folders. A batch of manila folders was assigned to data from teachers, another to data from administrators. When the assignment of all coded data to manila folders

was completed, any particular manila folder contained all the comments, descriptions, and insights of teachers or administrators to a particular sub-category of one of the three major analysis categories.

7. The contents of each manila folder were examined for a common descriptor and for underlying patterns and themes. If a sub-category was found to contain more than one theme, then these themes became sub-categorizations of the sub-category.

Presentation of the Findings

The findings of the study are presented in the next five chapters. Chapter 4 contains a profile of the respondents, outlining details of selected background variables. Included in this chapter are results of the factor analysis of each research instrument.

Results of analysis of data on the nature of burnout among teachers and its relationship to selected background variables are presented in Chapter 5.

Chapter 6 contains data and findings on the nature of burnout among administrators and its relationship to selected background variables. Included in this chapter are results of *t*-tests conducted to examine significant differences in burnout between teachers and administrators.

Results of regression analyses used to examine to what extent job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout for teachers are presented in Chapter 7, together with descriptions of work situations teachers described as contributing most to feelings and attitudes representative of burnout.

Results of regression analyses used to examine to what extent job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout for administrators are presented in Chapter 8. Included in this chapter are descriptions of work situations administrators described as contributing most to feelings and attitudes representative of burnout.

A summary of the findings is presented in Chapter 9. Included in this chapter are a discussion of the findings in relation to the literature and research, conclusions, and implications of the study for future research and practice.

C. RESEARCH INSTRUMENTATION

The Questionnaire

The questionnaire used for collection of data in this research consists of five sections, each of which serves a specific purpose.

Section A: Background information. This section consists of questions related to the selected background characteristics of the respondents. These fifteen characteristics refer to position in school, sex, total number of years as an educator, total number of years in current position, total number of years of administrative experience, degree to which major teaching assignment was consistent with training, grade level taught, desire to leave school or education, desire for promotion, opportunities for promotion, frequency of interesting work, overall work stress, overall job satisfaction, grade organization of the school, and size of school.

Section B: Job satisfaction. In this section of the questionnaire work-related sources of satisfaction are listed. Teachers and administrators were asked to rate each work-related item in response to the statement "In your present position, indicate how you feel about each of these aspects." A six-point scale measuring perceived levels of satisfaction encouraged respondents to rate their satisfaction with each work-related item on a range from zero (0) for "Dissatisfied," to five (5) for "Extremely Satisfied." The job satisfaction instrument includes 26 items, with overall job satisfaction accounting for an additional single, global rating. According to Scarpello and Campbell (1983:598), the "global rating of overall job satisfaction is shown to be the most inclusive measure of overall job satisfaction."

Section C: Job characteristics. In this section of the questionnaire four items of role clarity and two items of job challenge are listed. Teachers and administrators were asked to rate the extent to which role clarity and job challenge occurred on the job. Responses were registered on a six-point scale ranging from zero (0) for "Never" to five (5) for "Always." This instrument consists of the role clarity and job challenge scales used in research by Walsh et al. (1980). Both scales are used in their entirety, although item 3 on the role clarity scale was amended to avoid reverse scaling. Permission to use the job characteristics instrument was obtained from Dr. Jeffrey T. Walsh of Wayne State University, Michigan, on April 15, 1985. Role clarity is measured by the first four items on the instrument, and job challenge by the remaining two items.

Section D: Burnout. This section of the questionnaire consists of 22 statements relating to burnout as measured by the Maslach Burnout Inventory (Maslach and Jackson, 1981a,b). The name of the inventory was amended to "View of Your Job" from "The Human Services Survey" for purposes of this study.

The Maslach Burnout Inventory (MBI) measures both the frequency and intensity of respondents' attitudes and feelings to specific work-related items. Responses are on an eight-point scale ranging from zero (0) for "Never" to seven (7) for "Major, Very Strong" as a measure of intensity, and on a seven-point scale ranging from zero (0) for "Never" to six (6) for "Every Day" as a measure of frequency. The three sub-scales of the inventory are labelled Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout. Persons perceiving themselves as burned out will score high on Emotional Exhaustion and Depersonalization burnout, while scoring low on feelings of Personal Accomplishment burnout. For purposes of this study, the scale for Personal Accomplishment burnout was reversed to maintain consistency in reporting of burnout scores. Thus, persons perceiving themselves as burned out in this study would score high on each sub-scale of burnout.

There is no absolute cut-off score established to label a person as burned out. Instead the inventory is designed to measure degrees of perceived feelings of Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout. The sub-scales of the MBI are presented in Table 3.2.

Iwanicki and Schwab (1981:1172) conducted a cross-validation of the MBI for educators, and found that correlations between the two ratings of intensity and frequency ranged from .75 to .94. Given the magnitude of the correlations, the authors (1981:1172) suggested that one dimension could be used in future research:

> Because of the high relationship between subscale scores on the frequency and intensity dimensions, serious consideration should be given to whether the two dimensional format is necessary when using the MBI.

Based on these suggestions, only the intensity dimension of the MBI was used in this study. Permission to use the intensity dimension only of the inventory was obtained from the publisher, Consulting Psychologists Press. Copies of the letters of permission are included in Appendix C.

Section E: Personal comments: This section of the questionnaire consists of three open-ended response questions where teachers and administrators were invited to list two aspects of the job which contributed most to (1) feelings of being overextended or exhausted by the job, (2) the development of negative attitudes and impersonal responses towards clients, and (3) feelings of a lack of personal accomplishment on the job. These three questions were derived from the concept of burnout as defined by Maslach and Jackson (1981a:1), and as measured by the Maslach Burnout Inventory.

Instrument Development

The job satisfaction instrument. The job satisfaction instrument used in this research was developed from the Minnesota Satisfaction Questionnaire: Short Form developed by Weiss, Dawis, England and Lofquist (1967), and from the Satisfaction with Teaching and Employment Conditions Questionnaire developed by Holdaway (1978a). Further, the Job Satisfaction questionnaires by Gunn (1984) and Rice (1978) served as guides for format development and presentation of the current job satisfaction instrument.

Table 3.2

Subscales of the Maslach Burnout Inventory

(In this study, high degrees of burnout are reflected in high mean scores on each sub-scale)

Item Number	Scale
	A. EMOTIONAL EXHAUSTION
1	I feel emotionally drained from work
2	I feel used up at the end of the workday
3	I feel fatigued when I get up in the morning and have to face another day on the job
6	Working with people all day is really a strain for me
8	I feel burned out from my work
13	I feel frustrated by my job
14	I feel I'm working too hard on my job
16	Working directly with people puts too much stress on me
20	I feel like I'm at the end of my rope
	B. DEPERSONALIZATION
5	I feel I treat some recipients as if they were impersonal "objects"
10	I've become more callous toward people since I took this job
11	I worry that this job is hardening me emotionally
15	I don't really care what happens to some recipients
22	I feel recipients blame me for some of their problems
	C. PERSONAL ACCOMPLISHMENT
4	I can easily understand how my recipients feel about things
7	I deal very effectively with the problems of my recipients
9	I feel I'm positively influencing other people's lives through my work
12	I feel very energetic
17	I can easily create a relaxed atmosphere with my recipients
18	I feel exhilarated after working closely with my recipients
19	I have accomplished many worthwhile things in this job
21	In my work, I deal with emotional problems very calmly

Wanous and Lawler (1972:96) identified the Minnesota Satisfaction Questionnaire (MSQ) as an instrument based on the concept of satisfaction of need fulfillment. The short form of the MSQ was derived from the long form of the instrument. The original long form of the MSQ was developed as a measure of satisfaction with a number of different aspects of the work environment. Items in the short form are those with the highest correlations with items in the long form.

The Satisfaction with Teaching and Employment Conditions Questionnaire by Holdaway (1978a:35) consists of satisfaction items obtained from previous research studies reported in the literature, "as well as from collective agreements used in Alberta school systems." The questionnaire lists 59 satisfaction items, nine related variables dealing with personal, professional, and school data, three free response questions, and spaces for additional opinions.

The job satisfaction instrument developed for this study was designed with educators in mind, but was made broad enough to be useful in related research. Because a spread of responses is vital for any meaningful results, the neutral response category was deleted from the format of the MSQ short form for this study. A neutral response category tends to skew frequency distributions in a positive or negative direction. For instance, Creed (1978:287) found responses by clerical workers, professional, and administrative personnel to the MSQ were positively skewed toward the "Very Satisfied" category. The adoption of a continuous scale from zero (0) for "Dissatisfied" to five (5) for "Extremely Satisfied" in this study supports the opinions of Porter et al. (1975:53) who indicated that "people are rarely neutral about things they perceive or experience [and] tend to evaluate most things in terms of whether they like or dislike them." Similarly, Shaw and Wright (1967:21) stated that "attitudes always have a positive or negative sign," and that if they have no sign at all or are neutral, "they cannot be called attitudes at all."

The present instrument consists of 26 job satisfaction items, with an additional item measuring overall job satisfaction. A single measure of overall job satisfaction was adopted in preference to the "sum of the evaluations of the discriminable elements of which the job is composed" as described by Locke (1969:330). Van Maanen and Katz (1976:612) maintained that there may be occasions when a summed measure of overall satisfaction would not be consistent with satisfaction with specific aspects of the job. Scarpello and Campbell (1983:598) suggested that a definition of overall satisfaction as the sum of discrete elements that together constitute the job situation may lead to a neglect of the major determinants of job satisfaction. Because the whole appears to be more than a sum of measured parts, Scarpello and Campbell (1983:598) recommended a global rating of overall job satisfaction.

Validity and Reliability

The job satisfaction instrument. Locke (1976:1337) defined content validity as "the logical relationship between the conceptual definition of the concept or phenomenon being measured and the methods used to measure it." To assure validity of the job satisfaction instrument used in this study, a detailed instrument development program was undertaken, as described below.

1. Satisfaction items were compiled from the MSQ: Short Form (Weiss et al., 1967), and the Satisfaction with Teaching and Employment Conditions Questionnaire by Holdaway (1978a). Foley (cited in Buros, 1972:1494) concluded that the MSQ is a "macro classifier of satisfaction," encouraging the researcher to use this instrument as a basis for development of the present instrument.

2. A pilot study of the job satisfaction instrument so devised was conducted in February, 1985. Included in this test were 16 teachers, five school-based administrators, and nine personnel from various professional fields, such as medicine and engineering. Thirty individuals contributed to the original pilot test of the instrument.

3. The instrument was reduced to the current 27 items based upon recommendations from those individuals who participated in the original pilot test of the instrument. Items were further checked for ambiguities, inconsistencies, and irregularities, and clarified where needed.

4. A second pilot test of the now reworded, restructured and revised instrument was administered to 45 personnel drawn from the central office staff of a county school system in Alberta, administrative and teaching staff from one secondary school in the Edmonton Public School District, administrative and teaching staff from two elementary schools in the Edmonton Public School District, and administrative and teaching staff from two elementary schools in the Edmonton Catholic School District. This final version was checked for internal reliability, and coded for statistical purposes by the program analyst in the Department of Educational Administration, the University of Alberta.

The split-half technique was used to test the reliability of the job satisfaction instrument. According to Travers (1969:156-157), the split-half technique is intended to account for the inability of separating the error portion of scores from the "true" scores. A related purpose is to provide a questionnaire which is reliable, as measured by the magnitude of the correlation between scores derived from two halves of the same instrument (Travers, 1969:158). The following Spearman-Brown split-half reliability coefficients for the job satisfaction instrument were calculated:

1. Pilot test number one -- .93;
2. Pilot test number two -- .95.

The Maslach Burnout Inventory. According to Paine (1982a:15), the MBI is "the most widely-used scale" in research on burnout. Jones (1982:109) stated that the sub-scales of the inventory "have been proven highly reliable and have been validated against numerous criteria under a variety of different validation strategies."

Maslach and Jackson (1981a:7) calculated Cronbach's coefficient alpha as a measure of the internal consistency for each sub-scale. The coefficients were as follows: Emotional Exhaustion frequency .90 and intensity .87, Depersonalization frequency .79 and intensity .76, and Personal Accomplishment frequency .71 and intensity .73.

Test-retest reliabilities for sub-scales also were reported. They were as follows: Emotional Exhaustion frequency .82 and intensity .53, Depersonalization frequency .60 and intensity .53, and Personal Accomplishment frequency .80 and intensity .68. All coefficients were significant beyond the .001 level.

The MBI was designed to be used with a variety of helping professionals. The term recipients was used in the inventory to refer to people for whom service was provided. In this study, "recipient" referred to those people for whom educators provide service or with whom they work closely, such as students and co-workers.

The job characteristics instrument. Content validity for the role clarity sub-scale of the job characteristics instrument was established through the study by Beehr et al. (1976:42) of 143 white-collar employees in a midwestern manufacturing company in the United States. The Spearman-Brown split-half reliability coefficient of .71 for the role clarity scale was also established by their study (1976:42). The 1980 study by Walsh et al. of 957 employees in manufacturing established role clarity as an independent construct with strong predictive powers for job challenge and job satisfaction. House, Levanoni and Schuler (1982:21) concluded that the role ambiguity scale by Rizzo et al. (1970) from which the role clarity sub-scale was derived has "sound psychometric properties." Similarly, House, Schuler and Levanoni (1983:337) maintained that "role conflict and role ambiguity are not artifactual constructs and that continued use of the Rizzo et al. scales may be warranted."

Content validity for the job challenge sub-scale of the job characteristics instrument was established by Walsh et al. (1980), who computed correlations among the sub-scale and other items of job characteristics, such as autonomy, variety, feedback, and task significance. Walsh et al. (1980:259) maintained that because these items and job challenge measure much the same thing, there should be significant correlations among the items and job challenge. The mean correlation of .46 between job challenge and the means of the other items, significant at the .01 level, justifies the use of the sub-scale as a measure of job challenge. Reliability for the sub-scale ranged from .61 to .73 (Walsh et al., 1980:259).

D. SUMMARY

This chapter contains an outline of the research design and methodology used in the study. Data were collected from 763 educators in the Edmonton Catholic School District by means of a 72-item survey questionnaire. This questionnaire contained five sections: (a) respondent background information, (b) a job satisfaction instrument, (c) role clarity and job challenge scales, (d) the Maslach Burnout Inventory, and (e) an open-ended response section. Data were analysed through the statistical techniques of means, standard deviations, frequency distributions, correlation analysis, multiple stepwise linear regression analysis, *t*-tests, analysis of variance, and factor analysis. Open-ended responses were subjected to content analysis. The study was primarily descriptive and exploratory in nature.

Chapter IV

PROFILE OF RESPONDENTS

The fifteen selected background characteristics of the sample are described in this chapter, together with the results of the factor analysis conducted for each research instrument used in the study.

Preliminary Procedures

The t-test was used to test for statistically significant differences between principals and assistant principals for factors of job satisfaction, factors of job characteristics, overall work stress, overall job satisfaction, and sub-scales of burnout. The results of each t-test are presented in Table 4.1. In every case, no significant difference in the means between principals and assistant principals was recorded. As a result, for the entire study the two groups were treated as one, the administrator group.

A. SELECTED BACKGROUND VARIABLES

The fifteen selected background variables of the 763 respondents were position in school, sex, total number of years as an educator, total number of years in current position, years of administrative experience, degree to which major teaching assignment was consistent with training, grade level taught, the desire to leave school or education, the desire for promotion, the frequency of interesting work, overall work stress, overall job satisfaction, grade organization of the school, and size of school. For all tables, there is a variable N because of missing data.

Position

As indicated in Table 4.2, 635 teachers, 66 principals, and 62 assistant principals were included in the sample.

Table 4.1

T-tests between Principals and Assistant Principals on Work Situations and Burnout Sub-scales (N = 128)

Work Situation	Principals Mean	Principals Standard Deviation	Assistant Principals Mean	Assistant Principals Standard Deviation	t	p
Job Satisfaction Factors						
1. Status and Recognition	3.34	0.74	3.41	0.78	-0.51	.61
2. Autonomy	3.72	0.77	3.62	0.86	0.69	.49
3. Interpersonal Relationships	4.01	0.59	3.99	0.68	0.24	.81
4. Advancement	2.82	0.91	2.62	0.99	1.17	.24
5. Security and Involvement	4.01	0.54	3.86	0.69	1.37	.17
6. Work Load	2.93	0.92	3.17	0.95	-1.37	.17
7. Salary and Benefits	3.35	1.00	3.07	1.03	1.54	.13
Job Characteristics Factors						
8. Role Clarity	3.22	0.78	3.35	1.04	-0.83	.41
9. Job Challenge	3.97	0.71	3.78	0.94	1.27	.21
Burnout Sub-scales						
Emotional Exhaustion	2.54	1.09	2.56	1.11	-0.12	.90
Depersonalization	1.49	1.08	1.34	1.15	0.80	.42
Personal Accomplishment	2.03	0.82	2.01	0.82	0.17	.86
Overall Work Stress	3.33	0.87	3.35	0.92	0.48	.64
Overall Job Satisfaction	3.80	0.89	3.71	0.91	0.57	.57

Table 4.2

Frequency and Percentage Frequency Distributions of Respondents Classified by Position (N=763)

Position	f	%
Teachers	635	83.2
Principals	66	8.7
Assistant Principals	62	8.1
Totals	763	100.0

Sex

The data in Table 4.3 reveal that for the total sample, the ratio of females to males was approximately three to two. Thirty-three percent of teachers were males, compared with 83 percent of the administrators who were males.

Years of Experience

As shown in Table 4.4, almost two-thirds of teachers (65.3 percent) had fifteen or fewer years of experience as an educator; 14.1 percent reported one to five years; 51.2 percent reported six to fifteen years; and 34.7 percent reported sixteen or more years. The average number of years as an educator was 13.5 years. Approximately 17 percent of administrators reported fifteen or fewer years of experience. The average number of years as an educator was 21.1 years.

Years in Current Position

As illustrated in Table 4.5, 77 percent of teachers had been in their current position for ten years or less; 9.7 percent eleven to fifteen years; and 13.3 percent sixteen or more years. Eighty-two percent of administrators had been in their current position for ten years or less; 10.9 percent eleven to fifteen years; and 7.1 percent sixteen or more years.

Years of Administrative Experience

As shown in Table 4.6, 19.3 percent of administrators had five or fewer years of administrative experience; 49.2 percent six to fifteen years; and 31.5 percent sixteen or more years.

Consistency between Teaching Assignment and Training

As shown in Table 4.7, 18.6 percent of teachers indicated a zero to fifty percent consistency between teaching assignment and training, and 81.4 percent a fifty-one to one

Table 4.3

Frequency and Percentage Frequency Distributions of Respondents Classified by Position in School and Sex (N=757)

	Teachers		Administrators	
Sex	f	%	f	%
Male	210	33.3	105	83.3
Female	421	66.7	21	16.7
Totals	631	100.0	126	100.0

Table 4.4

Frequency and Percentage Frequency Distributions of Respondents Classified by Years of Experience as an Educator (N=757)

	Teachers		Administrators	
Years of Experience	f	%	f	%
1 to 5 years	89	14.1	0	0.0
6 to 10	156	24.7	6	4.8
11 to 15	167	26.5	16	12.7
16 to 20	113	17.9	42	33.3
21 or more	106	16.8	62	49.2
Totals	631	100.0	126	100.0

Table 4.5

Frequency and Percentage Frequency Distributions of Respondents Classified by Total Number of Years in Current Position (N=757)

Years in Current Position	Teachers		Administrators	
	f	%	f	%
1 to 5 years	337	53.6	75	58.6
6 to 10	147	23.4	30	23.4
11 to 15	61	9.7	14	10.9
16 to 20	55	8.7	7	5.5
21 or more	29	4.6	2	1.6
Totals	629	100.0	128	100.0

Table 4.6

Frequency and Percentage Frequency Distributions of Respondents Classified by Years of Administrative Experience (N=124)

Years of Administrative Experience	Administrators	
	f	%
1 to 5 years	24	19.3
6 to 10	30	24.2
11 to 15	31	25.0
16 to 20	25	20.2
21 or more	14	11.3
Totals	124	100.0

Table 4.7

Frequency and Percentage Frequency Distributions of Respondents Classified by Consistency between Teaching Assignment and Training (N=749)

Percentage Consistency between Teaching Assignment and Training	Teachers f	Teachers %	Administrators f	Administrators %
None	19	3.0	4	3.4
1 to 25	51	8.1	23	19.3
26 to 50	47	7.5	26	21.8
51 to 75	106	16.8	29	24.4
76 to 100	407	64.6	37	31.1
Totals	630	100.0	119	100.0

hundred percent consistency. About 45 percent of administrators indicated a zero to fifty percent consistency, and 55 percent a fifty-one to one hundred percent consistency.

Grade Level Taught

The distributions of respondents classified by grade level taught are provided in Table 4.8. Distributions for teachers according to grade level taught were as follows: Kindergarten, 5.5 percent; Grades 1-6, 49.3 percent; and Grades 7-12, 40.8 percent. Distributions for administrators according to grade level at which most of the work was done were as follows: Kindergarten, 2.4 percent; Grades 1-6, 52.8 percent; and Grades 7-12, 40.1 percent.

Desire to Leave

As indicated in Table 4.9, 59.7 percent of teachers chose to stay in the same school; 26.1 percent indicated a desire to change schools or change to another job in education; and 14.2 percent indicated a desire to change fields completely. Almost 65 percent of administrators chose to stay in the same school; 25.2 percent indicated a desire to change schools or change to another job in education; and 10.2 percent indicated a desire to change fields completely.

Desire for Promotion

Respondents were asked to state their desire for promotion. The findings are presented in Table 4.10. Approximately 48 percent of teachers indicated a moderate desire for promotion; 32.6 percent indicated a low to very low desire; and 19 percent indicated a high to very high desire for promotion. Approximately 56 percent of administrators indicated a moderate desire for promotion; 11.0 percent indicated a low to very low desire; and 33.4 percent indicated a high to very high desire for promotion.

Table 4.8

Frequency and Percentage Frequency Distributions of Respondents Classified by Grade Level Taught (N=760)

	Teachers		Administrators	
Grade Level Taught	f	%	f	%
Kindergarten	35	5.5	3	2.4
1 to 3	180	28.4	16	12.6
4 to 6	132	20.9	51	40.2
7 to 9	162	25.6	39	30.7
10 to 12	96	15.2	12	9.4
Other	28	4.4	6	4.7
Totals	633	100.0	127	100.0

Table 4.9

Frequency and Percentage Frequency Distributions of Respondents Classified by Desire to Leave School (N=754)

	Teachers		Administrators	
Desire to Leave	f	%	f	%
Stay in same job	374	59.7	82	64.6
Change schools	49	7.8	12	9.5
Change to another job in education	115	18.3	20	15.7
Change fields completely	89	14.2	13	10.2
Totals	627	100.0	127	100.0

Table 4.10

Frequency and Percentage Frequency Distributions of Respondents Classified by Desire for Promotion (N=758)

	Teachers		Administrators	
Desire for Promotion	f	%	f	%
Very low	79	12.5	4	3.1
Low	127	20.1	10	7.9
Moderate	306	48.4	70	55.6
High	99	15.7	22	17.5
Very High	21	3.3	20	15.9
Totals	632	100.0	126	100.0

Opportunities for Promotion

As shown in Table 4.11, 57.5 percent of teachers indicated poor to fair opportunities for promotion; 25.2 percent reported a moderate opportunity; and 17.3 percent reported good to excellent opportunities for promotion. About 45 percent of administrators reported poor to fair opportunities for promotion; 19.8 percent indicated a moderate opportunity; and 34.9 percent indicated good to excellent opportunities for promotion.

Interesting Work

Respondents were asked to indicate how often they found work interesting. As indicated in Table 4.12, 46.7 percent of teachers indicated they found work interesting most of the time; 39.1 percent indicated work was frequently interesting; and 14.2 percent mentioned occasionally to rarely interesting. Forty-nine percent of administrators indicated they found work interesting most of the time; 44.4 percent indicated work was frequently interesting; and 6.4 percent mentioned occasionally to rarely interesting.

Overall Work Stress

As shown in Table 4.13, 16.4 percent of teachers described their work as not stressful or mildly stressful; 62.8 percent reported moderately to considerably stressful; and 20.8 percent very to extremely stressful. Approximately 13 percent of administrators described their work as not stressful or mildly stressful; 77.3 percent moderately to considerably stressful; and 9.4 percent very to extremely stressful.

Overall Job Satisfaction

As shown in Table 4.14, 4.6 percent of teachers were dissatisfied to slightly satisfied with work; 39.9 percent were moderately to considerably satisfied; and 55.5 percent very to extremely satisfied. About 3 percent of administrators were dissatisfied to slightly satisfied with work; 25.1 percent were moderately to considerably satisfied; and 71.7 percent very to

Table 4.11

Frequency and Percentage Frequency Distributions of Respondents Classified by Opportunities for Promotion (N=752)

Opportunities for Promotion	Teachers f	Teachers %	Administrators f	Administrators %
Poor	194	31.0	23	18.3
Fair	166	26.5	34	27.0
Moderate	158	25.2	25	19.8
Good	98	15.7	35	27.8
Excellent	10	1.6	9	7.1
Totals	626	100.0	126	100.0

Table 4.12

Frequency and Percentage Frequency Distributions of Respondents Classified by Frequency of Interesting Work (N=760)

Frequency of Interesting Work	Teachers f	Teachers %	Administrators f	Administrators %
Rarely	1	0.2	1	0.8
Seldom	5	0.8	0	0.0
Occasionally	84	13.2	7	5.6
Frequently	248	39.1	56	44.4
Most of the time	296	46.7	62	49.2
Totals	634	100.0	126	100.0

Table 4.13

Frequency and Percentage Frequency Distributions of Respondents Classified by Overall Work Stress (N=763)

	Teachers		Administrators	
Overall Work Stress	f	%	f	%
Not Stressful	21	3.3	2	1.6
Mildly Stressful	83	13.1	15	11.7
Moderately Stressful	199	31.3	68	53.1
Considerably Stressful	200	31.5	31	24.2
Very Stressful	104	16.4	10	7.8
Extremely Stressful	28	4.4	2	1.6
Totals	635	100.0	128	100.0

Table 4.14

Frequency and Percentage Frequency Distributions of Respondents Classified by Overall Job Satisfaction (N=761)

	Teachers		Administrators	
Overall Job Satisfaction	f	%	f	%
Dissatisfied	6	1.0	1	0.9
Slightly Satisfied	23	3.6	3	2.3
Moderately Satisfied	67	10.6	5	3.9
Considerably Satisfied	186	29.3	27	21.2
Very Satisfied	256	40.4	72	56.7
Extremely Satisfied	96	15.1	19	15.0
Totals	634	100.0	127	100.0

extremely satisfied.

Grade Organization of School

Data related to the grade organization of the school are presented in Table 4.15. About 41 percent of teachers and 46.8 percent of administrators were in schools containing Grade 1 to Grade 6 (or Grades K-6); 30.2 percent of teachers and 27.8 percent of administrators were in schools with Grade 1 to Grade 9 (or Grades K-9); four teachers were in schools with Grade 1 to Grade 12 (or K-12); 11.7 percent of teachers and 11.9 percent of administrators were in schools with Grade 7 to Grade 12; and 13.7 percent of teachers and 8.7 percent of administrators were in schools with Grade 10 to Grade 12.

Size of School

As shown in Table 4.16, 64 four percent of teachers were in schools with enrolments of less than four hundred; 32.2 percent reported four hundred to one thousand students; and 4.1 percent reported enrolments of one thousand or more. Seventy-two percent of administrators were in schools with enrolments of less than four hundred; 26.5 percent reported four hundred to one thousand students; and 1.6 percent reported enrolments of one thousand or more.

B. FACTOR ANALYSIS

The purpose of this section is to report the results of the factor analysis conducted for each research instrument used in the study. Factor analyses were performed on the data obtained on the Maslach Burnout Inventory (MBI), the job satisfaction instrument, and the job characteristics instrument. For each instrument, items were considered to contribute to a factor if (1) item loadings on a factor were greater than or equal to $|0.40|$, and (2) items included in a factor contributed logically to the meaning of the factor.

Table 4.15

Frequency and Percentage Frequency Distributions of Respondents Classified by Grade Organization of School (N=760)

	Teachers		Administrators	
Grades in School	f	%	f	%
1 - 6 (K-6)	257	40.5	59	46.8
1 - 9 (K-9)	191	30.2	35	27.8
1 - 12 (K-12)	4	0.6	0	0.0
7 - 9	65	10.3	13	10.3
7 - 12	9	1.4	2	1.6
10 - 12	87	13.7	11	8.7
Other (K-7, K-8, 6-9)	21	3.3	6	4.8
Totals	634	100.0	126	100.0

Table 4.16

Frequency and Percentage Frequency Distributions of Respondents Classified by Size of School (N=759)

	Teachers		Administrators	
Number of Students	f	%	f	%
Less than 100	17	2.7	3	2.3
101 - 200	102	16.2	27	21.1
201 - 300	175	27.7	42	32.8
301 - 400	108	17.1	20	15.7
401 - 600	131	20.8	25	19.5
601 - 800	53	8.4	6	4.7
801 - 1000	19	3.0	3	2.3
1001 - 1500	20	3.1	2	1.6
1500 or more	6	1.0	0	0.0
Totals	631	100.0	128	100.0

The Maslach Burnout Inventory

The results of the factor analysis for the intensity dimension of the Maslach Burnout Inventory (MBI) are shown in Table 4.17. The principal components factor analysis using varimax rotation resulted in three factors. These three factors of Emotional Exhaustion, Depersonalization, and Personal Accomplishment burnout accounted for 51.5 percent of the total variance in burnout intensity. Every item in the 22-item MBI loaded above |0.40| on the factor indicated by the test developers. Items 12 and 16 loaded on more than one factor.

The Job Satisfaction Instrument

The factor analysis for the job satisfaction instrument is reported in Table 4.18. The principal components factor analysis using varimax rotation resulted in seven factors. These factors accounted for 65.2 percent of the total variance in job satisfaction for school-based educators.

Each factor was assigned a label which represented most clearly the items in that factor. The seven factors, the number of items loading at or above |0.40| on each factor, and the ranges of loadings were as follows:

Factor	N	Range of Loadings
1. Status and Recognition	7	.48 to .69
2. Autonomy	3	.71 to .81
3. Interpersonal Relationships	4	.56 to .85
4. Advancement	3	.63 to .83
5. Security and Involvement	4	.51 to .71
6. Work Load	3	.48 to .81
7. Salary and Benefits	2	.79 and .82

The magnitude of correlation between each factor and overall job satisfaction is presented in Table 4.19. Each factor was correlated highly with overall job satisfaction. These correlation coefficients indicate that overall job satisfaction was similar in composition to

Table 4.17

Varimax Factor Matrix of the Maslach Burnout Inventory for Emotional Exhaustion Personal Accomplishment, and Depersonalization Intensity

Work-Related Situations	Factors and Factor Loadings		
	1 Emotional Exhaustion	2 Personal Accomplishment	3 Depersonal-ization
8, I feel burned out from my job	.839	-.093	.182
1. I feel emotionally drained from my work	.812	.035	.052
2. I feel used up at the end of the workday	.799	.035	.049
3. I feel fatigued when I get up in the morning and have to face another day on the job	.757	-.062	.161
13. I feel frustrated by my job	.680	-.178	.252
14. I feel I'm working too hard on my job	.647	.066	.034
20. I feel like I'm at the end of my rope	.638	-.202	.311
6. Working with people all day is really a strain for me	.596	-.087	.285
16. Working directly with people puts too much stress on me	.506	-.180	.406
19. I have accomplished many worthwhile things in this job	-.104	.753	-.090
9. I feel I'm positively influencing other people's lives through my work	-.067	.735	-.121
7. I deal very effectively with the problems of my recipients	.039	.664	-.116

Table 4.17 (Continued)

Work-Related Situations	Factors and Factor Loadings 1 Emotional Exhaustion	 2 Personal Accomplishment	 3 Depersonal-ization
17. I can easily create a relaxed atmosphere with my recipients	-.102	.656	-.071
18. I feel exhilarated after working closely with my recipients	-.199	.629	-.014
21. In my work, I deal with emotional problems very calmly	-.048	.548	-.048
4. I can easily understand how my recipients feel about things	.197	.536	-.218
12. I feel very energetic	-.523	.477	-.062
10. I've become more callous toward people since I took this job	.203	-.112	.775
11. I worry that this job is hardening me emotionally	.291	-.131	.741
15. I don't really care what happens to some recipients	.036	-.182	.683
5. I feel I treat some recipients as if they were impersonal 'objects'	.123	-.160	.616
22. I feel recipients blame me for some of their problems	.164	.033	.563
Eigenvalues	6.572	3.00	1.751
Percentage of total variance	29.9	13.6	8.0
Percentage of common variance	29.9	43.5	51.5

Table 4.18

Varimax Factor Solution for 26 Satisfaction Variables Using Seven Factors

Work-Related Situations	Factors and Factor Loadings 1 Status and Recognition	2 Autonomy	3 Interpersonal Relationships	4 Advancement	5 Security and Involvement	6 Work Load	7 Salary and Benefits
23. Your status in the community	.689	.002	.163	.093	.178	.199	.247
24. Recognition by others of your work	.673	.199	.195	.230	.047	.198	.176
26. Intellectual stimulation	.663	.146	.230	.215	.136	.096	.016
20. Sense of accomplishment	.662	.376	.139	-.003	.235	.083	.115
21. Degree of involvement in important decisions	.516	.395	.192	.341	.083	.130	.058
22. Degree of accountability for your work	.513	.386	.132	.195	.043	.207	-.011
18. The praise you get for doing a good job	.478	.367	.182	.333	-.152	.245	.106
9. Freedom to use your own judgment	.194	.806	.174	.186	.204	.074	.073
10. Freedom to use your own methods	.188	.783	.185	.097	.209	.083	.110
19. Degree of autonomy	.261	.706	.228	.129	.101	.178	.076
12. Relationships with colleagues	.155	.184	.845	.042	.166	.078	-.041
25. Social relationships at work	.332	.043	.703	.139	.103	.001	.086
11. Relationships with subordinates	.124	.251	.699	-.033	.196	.173	.086
13. Relationships with superordinates	.160	.423	.556	.260	.030	.052	.113

Table 4.18 (Continued)

Work-Related Situations	Factors and Factor Loadings						
	1 Status and Recognition	2 Autonomy	3 Interpersonal Relationships	4 Advancement	5 Security and Involvement	6 Work Load	7 Salary and Benefits
14. Methods used in promotion	.138	.113	.069	.833	.121	.107	.164
15. Methods used in evaluating performance	.252	.139	.114	.658	.129	.247	.010
8. Advancement opportunities	.184	.198	.031	.629	.185	.097	.307
1. Job security	-.048	.072	.126	-.100	.705	.169	.191
2. The chance to help other people	.355	.143	.262	.009	.628	-.077	.116
3. The chance to tell people what to do	.147	.172	.125	.263	.577	.127	-.102
4. The opportunity to use your abilities	.446	.325	.046	.128	.506	-.020	.107
7. The amount of work required	.095	.067	.000	.100	.176	.807	.188
16. Extra tasks associated with your position	.270	.108	.146	.263	-.024	.754	.028
17. Physical working conditions	.239	.309	.165	.107	.094	.480	.175
6. Your salary	.168	.114	.000	.132	.080	.139	.819
5. Fringe benefits	.126	.083	.124	.167	.096	.127	.787
Eigenvalues	9.409	1.878	1.348	1.194	1.096	1.040	.986
Percentage of total variance	36.2	7.2	5.2	4.6	4.2	4.0	3.8
Percentage of common variance	36.2	43.4	48.6	53.2	57.4	61.4	65.2

Table 4.19

Pearson Correlation Coefficients among Factor Scores of Job Satisfaction and Overall Job Satisfaction (N=759)

Factors of Job Satisfaction	1	2	3	4	5	6	7
1. Status and Recognition	1.00						
2. Autonomy	.639	1.00					
3. Interpersonal Relationships	.615	.558	1.00				
4. Advancement	.593	.468	.387	1.00			
5. Security and Involvement	.566	.540	.502	.469	1.00		
6. Work Load	.575	.446	.388	.493	.383	1.00	
7. Salary and Benefits	.431	.329	.303	.429	.342	.402	1.00
Overall Job Satisfaction	.728	.557	.507	.506	.556	.522	.352

independent factors of job satisfaction. Thus, a more complete portrayal of the relationship between burnout and job satisfaction would be provided by using identifiable and meaningful factors of job satisfaction instead of a measure of overall job satisfaction.

The Job Characteristics Instrument

The results of the factor analysis of the job characteristics instrument are shown in Table 4.20. Each of the items in the six-item instrument loaded at or above |0.40| on the factors "Role Clarity" and "Job Challenge" as indicated by the test developers. These two factors accounted for 69.1 percent of the variance associated with job characteristics. This finding supports the use of the instrument as an appropriate measure of role clarity and job challenge when used with school-based administrators and teachers.

C. SUMMARY

The main purpose of this chapter was to describe the sample of the study. An additional purpose was to examine the extent to which the revised *Maslach Burnout Inventory* and the job characteristics instrument were similar to the original instruments, and to identify sets of factors for the job satisfaction instrument.

A preliminary procedure established that no statistically significant differences in the means of principals and assistant principals were recorded for factors of job satisfaction, factors of job characteristics, overall work stress, overall job satisfaction, and sub-scales of burnout. Thus, these two groups were combined into one administrator group.

The characteristics of teachers and administrators outlined in this chapter were used for further analysis of data in subsequent chapters of the study. Fifty-eight percent of respondents were females. The majority of teachers reported 15 or fewer years as an educator, compared with 16 or more years for the majority of administrators. Seventy-seven percent of teachers reported ten or fewer years in their current position, compared with 82 percent of administrators. Forty-nine percent of administrators reported six to 15 years of administrative

Table 4.20

Varimax Factor Matrix of the Job Characteristics Instrument for Role Clarity and Job Challenge

	Factors and Factor Loadings	
	1	2
Work-Related Situation	Role Clarity	Job Challenge
3. Expected performance standards are clearly stated	.847	.222
2. My supervisor makes it clear how I should do my work	.829	.033
4. My supervisor makes sure his people have clear goals to achieve	.821	.243
1. It is clear what is expected of me on my job	.597	.374
5. On my job I get a chance to use my skills and abilities	.226	.846
6. My job requires that I keep learning new things	.133	.824
Eigenvalues	3.108	1.040
Percentage of total variance	51.8	17.3
Percentage of common variance	51.8	69.1

experience. Eighty-one percent of teachers and fifty-six percent of administrators indicated a 51 to 100 percent consistency between teaching assignment and training. Fifty-five percent of all respondents taught Grades K to 6.

Almost 60 percent of teachers and 65 percent of administrators indicated a desire to stay in school. Nineteen percent of teachers and 33 percent of administrators expressed a high to very high desire for promotion, while 58 percent of teachers and 45 percent of administrators indicated poor to fair opportunities for promotion. Eighty-six percent of teachers and 94 percent of administrators described their work was frequently interesting or interesting most of the time. Fifty-two percent of teachers and 34 percent of administrators described their work was considerably to extremely stressful. Nonetheless, 56 percent of teachers and 72 percent of administrators were very to extremely satisfied with work.

Seventy-one percent of teachers and 74 percent of administrators were in schools containing Grades K to 9. Over 50 percent of respondents reported school enrolments of four hundred or less.

The factor analysis of the Maslach Burnout Inventory resulted in the factors of Emotional Exhaustion, Depersonalization, and Personal Accomplishment as indicated by the test developers. The factor analysis of the job satisfaction instrument resulted in seven factors of job satisfaction. The factor analysis of the job characteristics instrument resulted in the factors of "Role Clarity" and "Job Challenge" as indicated by the test developers.

Chapter V

BURNOUT AMONG TEACHERS AND ITS RELATIONSHIP TO SELECTED BACKGROUND VARIABLES

This chapter contains the analysis of the quantitative data on the nature of burnout among teachers and its relationship to selected background variables. The nature of burnout among teachers in the sample is presented in section one. Differences among sub-groups of teachers classified by selected background variables are examined in section two.

The Nature of Burnout Among Teachers

1.1. What is the nature of burnout among teachers, and how does it compare with the established norms for each sub-scale of burnout?

Three burnout scores for teachers were obtained from the Maslach Burnout Inventory (Maslach and Jackson, 1981a). Maslach and Jackson (1981a:6) established cut-off points for low, moderate, and high levels of burnout. These cut-off points were arrived at from their studies of 2118 helping service professionals consisting of 845 Social Security Administration public contact employees, 142 police officers, 231 nurses, 125 agency administrators, 222 teachers, 97 counselors, 91 social workers, 68 probation officers, 63 mental health workers, 86 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others. From these studies, the authors developed a normal distribution of scores on each of the three burnout sub-scales. Each distribution was divided into three categories, with one-third of the respondents in each of the low, moderate, and high burnout categories. The cut-off points so established were used in the present study to determine the percentage of respondents represented in each category. Maslach and Jackson (1981a:3) also established norms for each sub-scale of burnout. The mean scores and percentage frequency distribution of teachers in relation to each burnout sub-scale and their respective norms are presented in Table 5.1

Emotional exhaustion burnout. Emotional exhaustion burnout was described by Maslach and Jackson (1981a:1) as "increased feelings of emotional exhaustion" resulting from

Table 5.1

Comparison of Teacher Sample with Established Norms on Burnout Intensity (N=635)

Burnout Sub-scale	Lower Third	Middle Third	Upper Third	Mean	Norm
Emotional Exhaustion	46.6[a]	38.0	15.4	3.02	3.52
Depersonalization	52.6	36.2	11.2	1.43	2.34
Personal Accomplishment	25.4	35.5	39.1[b]	2.18	2.04

[a] This means that 46.6 percent of teachers indicated a low degree of Emotional Exhaustion burnout.

[b] This means that 39.1 percent of teachers indicated a high degree of Personal Accomplishment burnout.

conditions of work. Pines et al. (1981:15) referred to "physical depletion . . . feelings of helplessness and hopelessness . . . [and] emotional drain."

To illustrate the nature of Emotional Exhaustion burnout among teachers, one female elementary teacher (17 years of experience) who reported feeling a high level of Emotional Exhaustion burnout claimed this feeling was due to "all the extra tasks that are not directly related to teaching, e.g., fund-raising." Similarly, a female junior-elementary teacher (29 years of experience) mentioned the "unrealistic expectations and pressures which increase yearly."

As illustrated in Table 5.1, the mean score for teachers on Emotional Exhaustion burnout was 3.02, compared to the norm of 3.52. Thus, the mean score for teachers was lower than the norm for Emotional Exhaustion burnout.

Further elaboration of the nature of Emotional Exhaustion burnout among teachers can be seen by comparing the teacher distribution against the normal distribution established by Maslach and Jackson (1981a,b). Teachers were over-represented in the lower third, were slightly above the distribution for the middle third, and were under-represented in the upper third. Just over 15 percent of teachers scored in the upper third level of Emotional Exhaustion burnout compared with 46.6 percent in the lower third. These data suggest that teachers were experiencing less Emotional Exhaustion burnout than the other groups of employees whose responses were used to establish the norm and the normal distribution for this sub-scale of burnout.

Depersonalization burnout. Maslach and Jackson (1981a:1) referred to "the development of negative, cynical attitudes and feelings about one's clients" as indicators of Depersonalization burnout. Maslach and Pines (1977:101) identified Depersonalization burnout as "a very cynical and dehumanized perception of [clients] . . . in which they are labeled in derogatory ways and treated accordingly."

To illustrate the nature of Depersonalization burnout among teachers, a male senior-high teacher (18 years of experience) who reported feeling a high level of

Depersonalization burnout claimed this feeling was caused by

> Some students [who] appear not to care and have not developed [proper] work habits and attitudes . . . If they don't care I find it hard to care for them.

A female junior-elementary teacher (8 years of experience) blamed "parents who don't care, therefore children with some negative attitudes."

As indicated in Table 5.1, the mean score for teachers on Depersonalization burnout was 1.43, compared to the norm of 2.34. Thus, the mean score for teachers was substantially lower than the norm for Depersonalization burnout.

Comparing the teacher distribution against the normal distribution for Depersonalization burnout reveals that teachers were over-represented in the lower third, were marginally above the distribution for the middle third, and were under-represented in the upper third. Just over 11 percent of teachers were in the upper third on Depersonalization burnout compared with 52.6 percent in the lower third. These findings suggest that teachers were experiencing less Depersonalization burnout than other groups of employees.

Personal accomplishment burnout. Personal Accomplishment burnout was described by Maslach and Jackson (1981a:1) as "the tendency to evaluate oneself negatively, particularly with regard to one's work with clients." Pines et al. (1981:15) referred to the "sense of distress, discontent, and failure in the quest for ideals."

To illustrate the nature of Personal Accomplishment burnout among teachers, a female elementary teacher (21 years of experience) who reported feeling a high level of Personal Accomplishment burnout mentioned the "feeling of babysitting due to non-academic requirements" as a cause of this sense of lack of achievement. A male senior-high teacher (8 years of experience) wrote of the "lack of recognition for a job well done [from] students and staff."

As indicated in Table 5.1, the mean score for teachers on Personal Accomplishment burnout was 2.18, compared to the norm of 2.04. Thus, the mean score for teachers was higher than the norm for Personal Accomplishment burnout.

Comparing the teacher distribution against the normal distribution for Personal Accomplishment burnout, teachers were under-represented in the lower third, were close to the distribution for the middle third, and were over-represented in the upper third. About 39 percent of teachers were represented in the upper third level of Personal Accomplishment burnout compared with 25.4 percent in the lower third. Thus, teachers tended to experience higher levels of Personal Accomplishment burnout than the other groups of helping service professionals whose responses were used to establish the norm and the distribution for this sub-scale of burnout.

Summary

The mean scores of teachers for each sub-scale of burnout were lower than the norms for Emotional Exhaustion and Depersonalization burnout, and higher than the norm for Personal Accomplishment burnout. Comparing the teacher distribution to the normative distribution for each sub-scale, teachers were over-represented in the lower third on Emotional Exhaustion and Depersonalization burnout, and were over-represented in the upper-third on Personal Accomplishment burnout. Thus, teachers appeared to experience less Emotional Exhaustion and Depersonalization burnout, and more Personal Accomplishment burnout than other groups of helping service professionals.

A. THE RELATIONSHIP BETWEEN BURNOUT AND SELECTED BACKGROUND VARIABLES OF TEACHERS

Between Group Differences

1.2. What is the relationship between burnout and the selected background variables of teachers?

The thirteen selected background variables considered for analysis were sex, total number of years as an educator, total number of years in current position, degree to which major teaching assignment was consistent with training, grade level taught, grade organization of the school, size of school, the desire to leave school or education, the desire for promotion, the opportunities for promotion, the frequency of interesting work, overall work stress, and overall job satisfaction.

A one-way analysis of variance with the Scheffé procedure were used to test for differences in burnout among groups of teachers based on selected background variables. In some instances the response categories were combined for this analysis. When a response category had very few respondents it was combined with the next one so that each category represented enough responses to create meaningful results. The analysis of variance indicated no statistically significant differences in burnout scores of teachers classified by total number of years as an educator, and degree to which major teaching assignment was consistent with training. The results for the analyses of variance related to the other background variables are reported on the following pages.

A t-test was used to test for significant differences in burnout scores of male and female teachers. The results of this analysis are reported with the other findings.

Sex. The results of t-tests on mean scores of male and female teachers for each burnout sub-scale are presented in Table 5.2. For Emotional Exhaustion burnout, the t value of 0.36 with an associated probability of 0.72 indicated that the difference between the means was not statistically significant. Male and female teachers were experiencing similar levels of Emotional Exhaustion burnout.

On Depersonalization burnout, the t value of 0.56 was statistically significant beyond the 0.01 level. The mean score of 1.80 on Depersonalization burnout for male teachers was significantly higher than the mean score of 1.26 for female teachers. Thus, male teachers tended to experience more Depersonalization burnout than female teachers. This finding supports the claim by Maslach (1982b:58) that "men are more likely [than women] to have depersonalized and callous feelings about the people they work with." Male and female teachers reported a lower mean score on this burnout sub-scale than the norm of 2.34.

Table 5.2

T-tests for Mean Scores of Teachers on Burnout Sub-scales Classified by Sex (N=631)

	Males (N=210)		Females (N=421)				
Burnout Sub-scale*	Mean	Standard Deviation	Mean	Standard Deviation	D.F.	t	p
Emotional Exhaustion	3.04	1.27	3.00	1.29	629	0.36	0.72
Depersonalization	1.80	1.19	1.26	1.06	629	5.56	0.00
Personal Accomplishment	2.26	0.88	2.16	0.88	629	1.38	0.17

* Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong.

On Personal Accomplishment burnout, the t value of 1.38 with an associated probability of 0.17 indicated no statistically significant difference between the means of male and female teachers.

Years in current position. As shown in Table 5.3, statistically significant differences on Emotional Exhaustion and Depersonalization burnout were obtained among sub-groups of teachers classified by the total number of years in current position.

On Emotional Exhaustion burnout, teachers with 16 or more years in their current position recorded significantly more burnout than teachers with six to 10 years in their current position. The findings suggest a curvilinear relationship between burnout and years in current position. Teachers in the first two years registered higher burnout levels than teachers with three to 10 years in their current position, after which levels of burnout tended to rise. These results provide further evidence in support of the research by Cherniss (1980a:8) and Farber (1984a:329) who found that burnout occurs relatively early in the career lives of helping professionals.

On Depersonalization burnout, teachers with three to five years in their current position reported significantly more burnout than teachers with six to 10 years. No significant differences among sub-groups were recorded for Personal Accomplishment burnout.

Grade level taught. As indicated in Table 5.4, the analysis of variance revealed statistically significant differences in burnout for sub-groups classified by grade level taught. Kindergarten teachers recorded a significantly lower level of Depersonalization burnout than teachers of intermediate (Grades 4-6), junior-high (Grades 7-9), and senior-high (Grades 10-12) schools. On this sub-scale, senior-high teachers exhibited the highest level of burnout, followed by junior-high teachers. These two groups recorded significantly more Depersonalization burnout compared with primary school teachers (Grades 1-3). Overall, Kindergarten and primary school teachers exhibited the lowest levels of Depersonalization burnout.

Table 5.3

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Total Number of Years in Current Position (N=628)

Response Category (N=)	A 1 Year (102)	B 2 Years (78)	C 3-5 Years (157)	D 6-10 Years (147)	E 11-15 Years (61)	F 16+ Years (84)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.04	3.06	2.99	2.74b	3.16	3.38a	3.02	D-F
Depersonalization	1.47	1.42	1.55	1.15b	1.62a	1.57	1.44	C-D
Personal Accomplishment	2.37a	2.11b	2.18	2.16	2.11	2.17	2.19	None

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 5.4

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Grade Level Taught (N=604)

Response Category (N=)	A Kinder-garten (35)	B Grades 1-3 (184)	C Grades 4-6 (132)	D Grades 7-9 (162)	E Grades 10-12 (96)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.85b	2.99	3.12	2.92	3.19a	3.03	None
Depersonalization	0.80b	1.17	1.53	1.63	1.77a	1.45	A-C, A-D, A-E, B-D, B-E
Personal Accomplishment	1.63b	2.14	2.29a	2.27	2.23	2.19	A-B, A-C, A-D, A-E

Original responses categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Kindergarten teachers also recorded significantly less Personal Accomplishment burnout than teachers of all other grade levels. These findings concur with the research findings of Ratsoy and Friesen (1985:114) who found that Kindergarten teachers exhibited the lowest burnout scores among all teacher groups surveyed.

Grade organization of school. As indicated in Table 5.5, the analysis of variance revealed statistically significant differences in Depersonalization burnout among sub-groups of teachers classified by grade organization of the school. Elementary (Grades 1-6) and junior-elementary (Grades 1-9) teachers reported significantly less Depersonalization burnout than junior-high (Grades 7-9) and senior-high (Grades 10-12) teachers. These findings support the research by Rathbone and Benedict (1980:60) who postulated that junior-high schools produce burnout in teachers "due to the developmental characteristics of their adolescent populations." The overall mean of 1.42 for Depersonalization burnout among teachers was substantially lower than the norm of 2.34.

Size of school. As indicated in Table 5.6, the analysis of variance revealed statistically significant differences in Depersonalization burnout among sub-groups of teachers classified by size of school. Teachers in schools of 201 to 400 students reported significantly less Depersonalization burnout than teachers in schools of 600 or more students. The highest mean for Depersonalization burnout was recorded by teachers in schools of 600 or more students. These teachers also recorded the highest level of Emotional Exhaustion burnout. In comparison, teachers in schools of 200 or fewer students exhibited the highest level of Personal Accomplishment burnout.

Desire to leave school. Einsiedel and Tully (1982:94) maintained that the "perceived desirability of leaving [the organization] is inversely related to job satisfaction." The authors contended that as job satisfaction decreases with an increased desire to leave, the propensity to burn out also increases. The findings of this study support the assertion that desire to leave the organization is related to burnout. As shown in Table 5.7, teachers who wanted another job in

Table 5.5

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Grade Organization of School (N=600)

Response Category (N=)	A Grades 1-6 (257)	B Grades 1-9 (191)	C Grades 7-9 (65)	D Grades 10-12 (87)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.03	3.01	2.85b	3.11a	3.01	None
Depersonalization	1.28b	1.37	1.70	1.77a	1.42	A-C, A-D, B-D
Personal Accomplishment	2.10b	2.22	2.39a	2.23	2.19	None

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 5.6

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Size of School (N=631)

Response Category (N=)	A 1-200 Students (119)	B 201-400 Students (283)	C 401-600 Students (131)	D 601 or more Students (98)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.07	2.98[b]	3.09	3.10[a]	3.04	None
Depersonalization	1.42	1.37[b]	1.41	1.76[a]	1.45	B-D
Personal Accomplishment	2.25[a]	2.22	2.04[b]	2.23	2.19	None

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 5.7

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Desire to Leave School (N=627)

Response Category (N=)	A Stay in Same School (374)	B Change Schools (49)	C Another job in Education (115)	D Leave Education (89)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.65b	3.06	3.42	4.08a	3.03	A-C, A-D, B-D, C-D
Depersonalization	1.26b	1.64	1.62	1.91a	1.44	A-C, A-D
Personal Accomplishment	2.09b	2.27	2.17	2.61a	2.20	A-D, C-D

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

education or who indicated a desire to leave the field entirely reported significantly more Emotional Exhaustion burnout compared with teachers who chose to remain in school or who wanted to change schools. The desire to leave the field completely was associated with the highest level of Emotional Exhaustion burnout. This level of burnout was substantially higher than the norm for Emotional Exhaustion burnout.

On Depersonalization burnout, teachers who wanted another job in education or who desired to leave the profession recorded significantly more Depersonalization burnout than teachers who chose to remain in school. On Personal Accomplishment burnout, teachers who chose to stay in school or who wanted another job in education reported signficantly less Personal Accomplishment burnout than teachers who wanted another job entirely. These findings suggest that teachers who chose to remain in school may have developed coping mechanisms which buffer them against the levels of burnout experienced by teachers who wanted to leave the profession for another unrelated occupation.

Desire for promotion. The degree to which an individual desires promotion may be an indication of that individual's self-confidence. Cherniss (1980b:55) maintained that people who are confident in attaining their work goals will achieve "psychological success" and so mitigate the burnout response. As indicated in Table 5.8, teachers who possessed a high desire for promotion recorded significantly less Personal Accomplishment burnout than teachers with a moderate to very low desire for promotion. These findings suggest that teachers who indicated a high desire for promotion may receive stronger psychological rewards in terms of personal achievement.

Opportunities for promotion. As indicated in Table 5.9, teachers who rated their opportunities for promotion as poor reported significantly more Emotional Exhaustion burnout compared with all other teachers. Similarly, teachers who indicated poor to fair opportunities for promotion had significantly higher levels of Depersonalization and Personal Accomplishment burnout than teachers who reported good to excellent promotion

Table 5.8

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Desire for Promotion (N=632)

Response Category (N=)	A Very Low to Low (206)	B Moderate (306)	C High to Very High (120)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.15a	2.95b	2.98	3.02	None
Depersonalization	1.44	1.46a	1.38b	1.44	None
Personal Accomplishment	2.32a	2.18	1.97b	2.19	A-C, B-C

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 5.9

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Opportunities for Promotion (N=626)

Response Category (N=)	A Poor (194)	B Fair (166)	C Moderate (158)	D Good to Excellent (108)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.33a	2.91	2.96	2.78b	3.03	A-B, A-C, A-D
Depersonalization	1.65a	1.37	1.48	1.17b	1.45	A-D
Personal Accomplishment	2.30a	2.29	2.12	1.98b	2.20	A-D, B-D

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

opportunities.

These data suggest that an individual's perception of the situation fulfilling personal and professional goals may be related to each sub-scale of burnout. Teachers with a strong self-confidence may perceive their opportunities for promotion in more optimistic terms than teachers who lack this inner confidence. Teachers who saw their opportunities for promotion as moderate to poor had higher scores on Personal Accomplishment burnout compared with the norm. All other burnout means for teachers were below established norms.

Frequency of interesting work. According to Pines et al. (1981:149), interesting work may be a potential moderator of burnout. As interest in work declines, boredom and burnout ensue. Cherniss (1980b:92) maintained that "for many individuals who work in the human services the main problem is not overload, conflict, or ambiguity, but boredom. Their work lives lack challenge, variety, and meaning." As indicated in Table 5.10, the frequency of interesting work was significantly related to levels of burnout among teachers. For each burnout sub-scale, teachers who indicated their work was interesting most of the time reported significantly less burnout compared with teachers whose work was frequently to rarely interesting. Teachers whose work was frequently interesting reported significantly higher levels of burnout than teachers whose work was interesting most of the time. These findings suggest that a perceived lack of interesting work was related to higher levels of burnout in teachers. For each sub-scale, teachers who reported rarely to occasionally interesting work recorded higher levels of burnout compared with burnout norms.

Overall work stress. The relationship between work stress and burnout is fairly well-established (e.g., Cooper and Marshall, 1976; Cox and Mackay, 1981; Davidson and Cooper, 1981; Ivancevich and Matteson, 1980). Prolonged work stress has been associated with the development of behavioral, psychological, and physiological responses which are symptomatic of burnout (e.g., Frese, 1985; Margolis et al., 1974). The responses by teachers to measures of overall work stress and burnout support these research findings.

Table 5.10

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Frequency of Interesting Work (N=634)

Response Category (N=)	A Rarely to Occasionally (90)	B Frequently (248)	C Most of the time (296)	Overall Average	Significantly Different Groups
Emotional Exhaustion	4.19a	3.08	2.64b	3.03	A-B, A-C, B-C
Depersonalization	2.27a	1.54	1.19b	1.45	A-B, A-C, B-C
Personal Accomplishment	2.81a	2.35	1.87b	2.19	A-B, A-C, B-C

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

As illustrated in Table 5.11, statistically significant differences for each burnout sub-scale were obtained among sub-groups of teachers classified by overall work stress. The trend appeared to be that as overall work stress increased, so did feelings of Emotional Exhaustion and Depersonalization burnout. For both these sub-scales, teachers whose work was very stressful or extremely stressful reported significantly more burnout than teachers in the other two sub-groups. The mean score of 4.25 on Emotional Exhaustion for teachers whose work was very to extremely stressful was substantially higher than the norm of 3.52 for this sub-scale.

On Personal Accomplishment burnout, teachers whose work was moderately to considerably stressful exhibited significantly more burnout than teachers whose work was described as not stressful or mildly stressful.

These findings support the claim by Veninga and Spradley (1981:31) that a person's perception of stress influences that person's burnout response, such that "high stress perceivers will . . . burn out more easily."

Overall job satisfaction. As reported in the review of the literature, job satisfaction is an indication of an individual's subjective assessment of a work situation (e.g., Lawler, 1973:74-77; Locke, 1969:314; 1976:1342). Research findings indicate that job satisfaction is negatively correlated with burnout (e.g., Blase, 1982; Brookings, Bolton, Brown and McEvoy, 1985; Jayaratne and Chess, 1983; Maslach and Jackson, 1981b; Parasuraman and Alutto, 1984; Pines et al., 1981).

Results of this study provide further evidence of the inverse relationship between job satisfaction and burnout. As indicated in Table 5.12, the analysis of variance revealed significant differences on each burnout sub-scale among sub-groups of teachers classified by overall job satisfaction. The trend appeared to be that burnout increased as job satisfaction decreased. Teachers who were considerably to extremely satisfied with work recorded significantly less Emotional Exhaustion burnout than teachers who were dissatisfied to moderately satisfied. Teachers in the latter categories also reported a substantially higher level

Table 5.11

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Overall Work Stress (N=635)

Response Category (N=)	A Not Stressful Mildly Stressful (104)	B Moderately to Considerably Stressful (399)	C Very to Extremely Stressful (132)	Overall Average	Significantly Different Groups
Emotional Exhaustion	1.84b	2.93	4.25a	3.03	A-B, A-C, B-C
Depersonalization	1.19b	1.38	1.85a	1.45	A-C, B-C
Personal Accomplishment	1.96b	2.25a	2.20	2.19	A-B

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 5.12

One-Way Analysis of Variance for Mean Scores of Teachers on Burnout Sub-scales Classified by Overall Job Satisfaction (N=634)

Response Category (N=)	A Dissatisfied (6)	B Slightly Satisfied (23)	C Moderately Satisfied (67)	D Considerably Satisfied (186)	E Very Satisfied (256)	F Extremely Satisfied (96)	Overall Average	Significantly Different Groups
Emotional Exhaustion	5.22a	4.96	4.03	3.32	2.69	2.09b	3.03	A-F, B-F, C-F, D-F, E-F, A-E, B-E, C-E, D-E, A-D, B-D, C-D, B-C
Depersonalization	2.00	2.10a	1.90	1.76	1.26	0.84b	1.45	B-F, C-F, D-F, E-F, B-E, C-E, D-E
Personal Accomplishment	2.69	2.61	2.74a	2.43	2.07	1.55b	2.19	A-F, B-F, C-F D-F, E-F, B-E, C-E, D-E

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

of burnout than the established norm for Emotional Exhaustion burnout.

On Depersonalization burnout, teachers who were very to extremely satisfied recorded significantly less burnout than teachers who were slightly to considerably satisfied. Teachers who were extremely satisfied registered significantly less burnout than all other sub-groups.

On Personal Accomplishment burnout, teachers who were extremely satisfied recorded significantly less burnout compared with teachers who were dissatisfied to very satisfied. Significant differences also were recorded among teachers who were very satisfied and those who were slightly to considerably satisfied with work. Overall, teachers reported higher Personal Accomplishment burnout and lower Emotional Exhaustion and Depersonalization burnout compared with burnout norms.

The highest burnout scores in teachers were recorded for Emotional Exhaustion burnout. These data support research by Brookings et al. (1985:147) who found a significant negative correlation between job satisfaction and Emotional Exhaustion burnout ($r= -.73$) for 135 female human service professionals in a midwestern city in the United States. Similarly, research by Jayaratne and Chess (1983:137) of 553 social workers in the United States found a similar relationship between job satisfaction and Emotional Exhaustion burnout ($r= -.40$).

B. SUMMARY

This chapter contains a presentation of the findings on the nature of burnout among teachers and its relationship to selected background variables.

On the three sub-scales of burnout, teachers scored below the norms for Emotional Exhaustion and Depersonalization burnout, and above the norm for Personal Accomplishment burnout. When the distribution for teachers was compared against the normative distribution, teachers were over-represented in the lower third on Emotional Exhaustion and Depersonalization burnout, and were over-represented in the upper third on Personal Accomplishment burnout.

Analyses of variance revealed that statistically significant differences on each sub-scale of burnout were obtained among sub-groups of teachers classified by the desire to leave school, the opportunities for promotion, frequency of interesting work, overall work stress, and overall job satisfaction. Further, a statistically significant difference on Emotional Exhaustion burnout was obtained for sub-groups of teachers classified by number of years in current position. Statistically significant differences on Depersonalization burnout were obtained for sub-groups of teachers classified by sex, number of years in current position, grade level taught, grade organization of the school, and size of school. Statistically significant differences on Personal Accomplishment burnout were obtained for sub-groups of teachers classified by grade level taught, and desire for promotion.

Chapter VI

BURNOUT AMONG ADMINISTRATORS AND ITS RELATIONSHIP TO SELECTED BACKGROUND VARIABLES

This chapter contains the analysis of the quantitative data on the nature of burnout among school-based administrators and its relationship to selected background variables. In addition an analysis of differences in the nature of burnout between teachers and administrators is presented.

The Nature of Burnout Among Administrators

2.1. What is the nature of burnout among administrators, and how does it compare with the established norms for each sub-scale of burnout?

Three burnout scores were obtained for administrators from the Maslach Burnout Inventory (Maslach and Jackson, 1981a). From their studies of 2118 helping service professionals, Maslach and Jackson (1981a:3-6) established norms for each burnout sub-scale. The overall mean and percentage frequency distribution of administrators in relation to each sub-scale of burnout and their respective norms are presented in Table 6.1.

Emotional exhaustion burnout. Emotional Exhaustion burnout has been described by Maslach (1982b:3) as "a pattern of emotional overload . . . [where] people feel drained and used up. They lack energy to face another day."

To illustrate the nature of Emotional Exhaustion burnout among administrators, one female junior-elementary principal (19 years of experience) who reported feeling a high level of Emotional Exhaustion burnout claimed this feeling was due to "others not pitching in to help and leav[ing] me with the bulk of the work." A male elementary principal (27 years of experience) mentioned "the teaching load . . . [and] the lack of preparation time or the assistance of an aide."

As indicated in Table 6.1, the mean score for administrators on Emotional Exhaustion burnout was 2.54, compared to the norm of 3.52. Thus, the mean score for administrators was

Table 6.1

Comparison of Administrator Sample with Established Norms on Burnout Intensity (N=128)

Burnout Sub-scale	Lower Third	Middle Third	Upper Third	Mean	Norm
Emotional Exhaustion	66.4[a]	28.1	5.5	2.54	3.52
Depersonalization	55.5	35.1	9.4	1.42	2.34
Personal Accomplishment	28.1	38.3	33.6[b]	2.02	2.04

[a] This means that 66.4 percent of administrators indicated a low degree of Emotional Exhaustion burnout.

[b] This means that 33.6 percent of administrators indicated a high degree of Personal Accomplishment burnout.

substantially lower than the norm for Emotional Exhaustion burnout.

Further elaboration of the nature of Emotional Exhaustion burnout in administrators can be seen by comparing the distribution for administrators against the normal distribution as established by Maslach and Jackson (1981a:1-2). Administrators were substantially over-represented in the lower third, were below the distribution for the middle third, and were substantially under-represented in the upper third. Almost six percent of administrators scored in the upper third level on Emotional Exhaustion burnout compared with 66.4 percent in the lower third. These data suggest that administrators were experiencing less Emotional Exhaustion burnout than the other groups of employees whose responses were used to establish the norm and the normal distribution for this sub-scale.

Depersonalization burnout. This form of burnout represents the development of negative attitudes and impersonal responses towards clients. Maslach and Pines (1977:102) claimed that "the person who dehumanizes others experiences less emotion, less empathy, and fewer personal feelings."

To illustrate the nature of Depersonalization burnout among administrators, a female junior-elementary principal (7 years of experience) who reported feeling a high degree of Depersonalization burnout claimed this feeling was related to the "immature behavior of students . . . [and the] laziness of students." A male elementary assistant principal (25 years of experience) mentioned the lack of adequate feedback as a cause of his feelings of depersonalization: "Not appreciating fully the effort put into my work."

As illustrated in Table 6.1, the mean score for administrators on Depersonalization burnout was 1.42, compared to the norm of 2.34. Similar to the finding for Emotional Exhaustion burnout, the mean score for administrators was considerably lower than the established norm for this sub-scale of burnout.

Comparing the administrator distribution against the normal distribution for Depersonalization burnout reveals that administrators were over-represented in the lower third, were close to the distribution for the middle third, and were under-represented in the upper third. Just over nine percent of administrators were in the upper third level on Depersonalization burnout compared with 55.5 percent in the lower third. These findings suggest that administrators were experiencing less Depersonalization burnout than other groups of helping service professionals.

Personal accomplishment burnout. According to Maslach and Jackson (1981a:1), Personal Accomplishment burnout occurs when an individual "evaluate[s] oneself negatively, particularly with regard to one's work."

To illustrate the nature of Personal Accomplishment burnout in administrators, a female elementary assistant principal (17 years of experience) who reported feeling a high level of Personal Accomplishment burnout claimed this feeling was due to a lack of positive feedback: "Only hear negative responses. Not often given [a] 'pat on the back'." A male junior-high assistant principal (10 years of experience) mentioned the policies of Central Office as contributing to his feelings of Personal Accomplishment burnout:

> A 'Central Office' which never reveals its plans about personnel. In other words, a great sense of 'not knowing.'

As shown in Table 6.1, the mean score for administrators on Personal Accomplishment burnout was 2.02, compared to the norm of 2.04. Thus, the mean score for administrators and the norm for Personal Accomplishment burnout were similar.

Comparing the administrator distribution against the normal distribution for Personal Accomplishment burnout, administrators were under-represented in the lower third, were slightly above the distribution for the middle third, and were similar to the distribution for the upper third. About 34 percent of administrators were in the upper third level compared with 28.1 percent in the lower third. Thus, administrators were experiencing about the same level of Personal Accomplishment burnout than other groups of helping service professionals.

Summary

Administrators recorded lower overall mean scores than the established norms for Emotional Exhaustion and Depersonalization burnout, and a mean score similar to the norm for Personal Accomplishment burnout. Comparing the administrator distribution to the normative distribution for each sub-scale, administrators were over-represented in the lower third of the distribution on Emotional Exhaustion and Depersonalization burnout, and were close to the distribution for Personal Accomplishment burnout. Thus, administrators tended to experience less burnout compared with other groups of helping service professionals.

A. THE RELATIONSHIP BETWEEN BURNOUT AND SELECTED BACKGROUND VARIABLES OF ADMINISTRATORS

Between Group Differences

2.2. What is the relationship between burnout and the selected background variables of administrators?

The fourteen selected background variables considered for analysis were sex, total number of years as an educator, total number of years in current position, years of administrative experience, degree to which major teaching assignment was consistent with training, grade level taught, grade organization of the school, size of school, the desire to leave school or education, the desire for promotion, the opportunity for promotion, the frequency of interesting work, overall work stress, and overall job satisfaction.

A one-way analysis of variance with the Scheffé procedure were used to test for differences in burnout among groups of administrators based on selected background variables. In some instances the response categories were combined for this analysis, according to the criteria outlined in Chapter 5. The analysis of variance indicated no statistically significant differences in burnout scores of administrators classified by total number of years as an educator, years of administrative experience, degree to which major teaching assignment was consistent with training, grade level taught, grade organization of the school, and size of school. The results for the analyses of variance related to the other background variables are reported on the following pages.

A t-test was used to test for significant differences in burnout scores of male and female administrators. The results of this analysis are reported with the other findings.

Sex. The results of t-tests on mean scores of male and female administrators for each sub-scale of burnout are presented in Table 6.2. For Emotional Exhaustion burnout, the t value of 1.24 with an associated probability of 0.22 indicated that the difference between the means was not statistically significant. Male and female administrators reported similar levels of Emotional Exhaustion burnout. These levels were considerably lower than the norm for Emotional Exhaustion burnout.

On Depersonalization burnout, the t value of 2.16 was statistically significant beyond the 0.05 level. The mean score of 1.51 on Depersonalization burnout for male administrators was significantly higher than the mean score of 0.94 recorded by female administrators. Thus, male administrators tended to experience more Depersonalization burnout than female administrators. Both mean scores were substantially lower than the norm of 2.34 for Depersonalization burnout.

On Personal Accomplishment burnout, the t value of 1.73 with an associated probability of 0.09 indicated no statistically significant difference between the means of male and female administrators. Male administrators were marginally above the norm for Personal Accomplishment burnout, and female administrators were somewhat below the norm.

Years in current position. As indicated in Table 6.3, statistically significant differences in Depersonalization burnout were obtained among sub-groups of administrators classified by the total number of years in current position. Administrators with 16 or more years in their current position recorded a significantly higher level of Depersonalization burnout than administrators from every other category, excluding the 11 to 15 year category.

Table 6.2

T-tests for Mean Scores of Administrators on Burnout Sub-scales Classified by Sex (N=126)

	Males (N=105)		Females (N=21)				
Burnout Sub-scale[*]	Mean	Standard Deviation	Mean	Standard Deviation	D.F.	t	p
Emotional Exhaustion	2.62	1.12	2.29	0.99	124	1.24	0.22
Depersonalization	1.51	1.14	0.94	0.84	124	2.16	0.03
Personal Accomplishment	2.08	0.81	1.74	0.87	124	1.73	0.09

[*] Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong.

Table 6.3

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Total Number of Years in Current Position (N=128)

Response Category (N=)	A 1 Year (17)	B 2 Years (16)	C 3-5 Years (42)	D 6-10 Years (30)	E 11-15 Years (14)	F 16+ Years (9)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.83	2.26b	2.50	2.55	2.45	3.01a	2.56	None
Depersonalization	1.24	1.26	1.21b	1.43	1.57	2.76a	1.42	A-F, B-F, C-F, D-F
Personal Accomplishment	2.23	1.95	1.88b	1.92	2.19	2.53a	2.03	None

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Feelings of Depersonalization burnout tended to increase as years in current position increased, with the exception of the three to five year category. The mean score of 2.76 recorded by administrators who had been in their current position for 16 or more years was slightly higher than the norm of 2.34 for this sub-scale.

Maslach (1976:16) defined Depersonalization burnout as the loss of emotional feelings for clients, so that clients are treated "in a detached or even dehumanized way." Depersonalization burnout often is accompanied with feelings of lack of personal accomplishment. As human service workers develop feelings of depersonalization, their personal sense of identity also suffers. Pines et al. (1981:19) mentioned that "people who dehumanize others experience fewer emotions, less empathy, and fewer personal feelings and thus dehumanize themselves as well." This relationship between Depersonalization and Personal Accomplishment burnout is evident in the responses of administrators. Generally, increased feelings of Depersonalization burnout were associated with higher levels of Personal Accomplishment burnout. The mean score of 2.53 on Personal Accomplishment burnout recorded by administrators with 16 or more years in their current position was substantially higher than the corresponding norm.

Desire to leave school. In his study of 272 school principals in Nova Scotia, MacPherson (1985:176) found that principals who wanted to leave education had significantly higher scores on Emotional Exhaustion than principals who wanted to stay in the same school. Maslach and Jackson (1981b:108) reported that the burnout scores of 142 police officers were highly predictive of their intention to resign. These data are supported by the findings of this study. As shown in Table 6.4, administrators who indicated a desire to remain in school reported significantly less Emotional Exhaustion burnout than administrators who wanted another job entirely. On Personal Accomplishment burnout, administrators who sought another job in education reported significantly less Personal Accomplishment burnout than those who wanted to leave the profession. For each burnout sub-scale, administrators who wanted to leave the field recorded higher levels of burnout compared with the other

Table 6.4

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Desire to Leave School (N=127)

Response Category (N=)	A Stay in Same School (82)	B Change Schools (12)	C Another job in Education (20)	D Leave Education (13)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.39b	2.51	2.68	3.29a	2.54	A-D
Depersonalization	1.31b	1.42	1.36	1.85a	1.38	None
Personal Accomplishment	2.01	2.17	1.61b	2.47a	2.01	C-D

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

sub-groups. No overall mean for each burnout sub-scale exceeded the corresponding norm.

A peculiarity occurs in relation to Personal Accomplishment burnout. Administrators who wanted another job in education also registered the lowest mean for Personal Accomplishment burnout. This may indicate that these administrators have more optimistic views of their future work roles than do administrators who are committed to remaining in education or to leaving the profession. Possibly the challenge associated with a different job in education adds variety and purpose to the lives of these administrators, and provides them with added reasons to feel a sense of personal accomplishment.

Desire for Promotion. Pines et al. (1981:147) mentioned that

> People with higher achievement motivation show energetic instrumental activity to attain goals, a willingness to take personal responsibility for actions, a desire for knowledge about the results of their actions, and a tendency for long-range planning.

A strong sense of personal ambition may indicate a desire for promotion. Individuals who seek promotion are less likely to burn out because of their sense of "personal responsibility for action." As illustrated in Table 6.5, administrators with a high to very high desire for promotion recorded significantly less Personal Accomplishment burnout compared with administrators with a moderate to very low desire for promotion. The desire for promotion may reflect a sense of self-confidence and "higher achievement motivation" in some administrators. Those administrators whose desire for promotion was low to very low recorded a higher burnout score than the norm.

Opportunities for promotion. As shown in Table 6.6, statistically significant differences on Personal Accomplishment burnout were obtained among sub-groups of administrators classified by opportunities for promotion. Administrators who indicated moderate opportunities for promotion reported significantly more Personal Accomplishment burnout than administrators who indicated good to excellent opportunities for promotion. The mean score on Personal Accomplishment burnout for administrators who reported moderate opportunities for promotion was greater than the norm.

Table 6.5

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Desire for Promotion (N=126)

Response Category (N=)	A Very Low to Low (14)	B Moderate (70)	C High to Very High (42)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.40[b]	2.61[a]	2.47	2.54	None
Depersonalization	1.70[a]	1.34[b]	1.46	1.42	None
Personal Accomplishment	2.45[a]	2.09	1.73[b]	2.01	A-C, B-C

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 6.6

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Opportunities for Promotion (N=126)

Response Category (N=)	A Poor (23)	B Fair (34)	C Moderate (25)	D Good to Excellent (44)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.42	2.95a	2.59	2.34b	2.57	None
Depersonalization	1.22b	1.78a	1.43	1.24	1.42	None
Personal Accomplishment	1.89	2.17	2.36a	1.78b	2.02	C-D

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Frequency of interesting work. Research has shown that when work is perceived as interesting, burnout decreases (e.g., Freudenberger and Richelson, 1980:153; Pines, 1981:338; Pines et al., 1981:35; Veninga and Spradley, 1981:34). In contrast, Cherniss (1980a:6) maintained that an "unrewarding work experience" leads to burnout, while Meléndez and de Guzmán (1983:11) asserted that a job with "little stimulation, no challenge, and few opportunities for growth" contributes to burnout.

Results from this study provide further evidence of the relationship between the frequency of interesting work and burnout. As shown in Table 6.7, the greater the frequency of interesting work reported by school administrators, the less their propensity to burn out. Administrators whose work was rarely to occasionally interesting reported significantly more Emotional Exhaustion and Depersonalization burnout than administrators whose work was frequently interesting or interesting most of the time. For Personal Accomplishment burnout, administrators whose work was rarely to frequently interesting recorded significantly higher burnout scores than administrators whose work was interesting most of the time.

A possible explanation for differences in the frequency of interesting work may be that the job situation for administrators varies among schools, offering unique challenges and diverse levels of interest. Another explanation could be that the dispositional characteristics of administrators influence the extent to which work is perceived as interesting. In support of both hypotheses, Pines et al. (1981:61) suggested that burnout occurs because of the interaction between dispositional and situational characteristics. In order to moderate levels of burnout in individuals, both individual and situational characteristics have to be altered. The authors (1981:61) recommended that modifying the situation would in turn influence the individual's burnout response. The findings from this research indicate that the greater the frequency of interesting work in school administration, the less the potential for administrators to burn out.

Overall work stress. As indicated in Table 6.8, statistically significant differences on Emotional Exhaustion and Depersonalization burnout were obtained among sub-groups of

Table 6.7

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Frequency of Interesting Work (N=126)

Response Category (N=)	A Rarely to Occasionally (8)	B Frequently (56)	C Most of the time (62)	Overall Average	Significantly Different Groups
Emotional Exhaustion	3.93[a]	2.65	2.29[b]	2.55	A-B, A-C
Depersonalization	2.68[a]	1.45	1.24[b]	1.42	A-B, A-C
Personal Accomplishment	2.75[a]	2.18	1.78[b]	2.02	A-C, B-C

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 6.8

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Overall Work Stress (N=128)

Response Category (N=)	A Not Stressful Mildly Stressful (17)	B Moderately to Considerably Stressful (99)	C Very to Extremely Stressful (12)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.08[b]	2.48	3.85[a]	2.56	A-C, B-C
Depersonalization	1.34[b]	1.34[b]	2.18[a]	1.42	A-C
Personal Accomplishment	2.18[a]	2.01	1.96[b]	2.03	None

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

administrators classified by overall work stress.

For Emotional Exhaustion burnout, administrators whose work was very to extremely stressful registered significantly more burnout than administrators whose work was not stressful to considerably stressful, and exhibited a higher level of burnout compared with the norm for this sub-scale. On Depersonalization burnout, administrators whose work was not stressful or mildly stressful recorded significantly less burnout than administrators whose work was very to extremely stressful.

Of some interest is the finding that administrators who described their jobs as not stressful or mildly stressful also recorded the highest level of Personal Accomplishment burnout. This finding supports the literature and research which suggest that stress is a necessary feature of everyday life, and is vital if people are to function effectively (e.g., Baum et al., 1981; Burke, 1976; Lazarus and Launier, 1978; McLean, 1979; Seiler and Pearson, 1984; Selye, 1974, 1980). Findings from this study indicate that both too much as well as insufficient work stress were associated with burnout in school-based administrators.

Administrators generally are competitive people who set goals for themselves and then work steadily to achieve these goals. Ivancevich and Matteson (1980:177) maintained that ambitious and competitive persons create additional sources of stress for themselves. If these individuals lack the necessary stimuli from work needed to achieve their goals, then they are likely to feel a lack of personal achievement in the quest for ideals. Pines et al. (1981:15) have noted that burnout is a "sense of distress, discontent, and failure in the quest for ideals." This sense of discontent may be indicative of Personal Accomplishment burnout experienced by administrators whose work lacked sufficient stress.

Overall job satisfaction. Lawler (1973:61) asserted that job satisfaction "is an internal subjective state." Both Cherniss (1980b:32,55) and Ivancevich and Matteson (1980:17) claimed that job satisfaction enhances self-esteem and moderates stress and/or burnout. However, according to Howard et al. (1978:81-83), often the most satisfied employees are susceptible to burnout because they over-commit themselves to their work. In support of

Cherniss (1980b) and Ivancevich and Matteson (1980), the findings of this study indicate that feelings of burnout among administrators decreased as job satisfaction increased.

As indicated in Table 6.9, administrators who were extremely satisfied with their work recorded significantly less Emotional Exhaustion burnout than administrators who were considerably satisfied with work. For Depersonalization burnout, administrators who were slightly to moderately satisfied recorded significantly higher levels of burnout compared with administrators who were extremely satisfied with work. For Personal Accomplishment burnout, administrators who were extremely satisfied recorded significantly less burnout than administrators who were slightly to very satisfied with work. Administrators who were slightly to very satisfied with work reported a higher level of Personal Accomplishment burnout than the established norm. Thus, these data indicate that administrators who were extremely satisfied with work exhibited significantly less burnout than administrators who were less than extremely satisfied.

B. DIFFERENCES IN BURNOUT BETWEEN TEACHERS AND ADMINISTRATORS

This section deals with differences in the nature of burnout between teachers and administrators.

Differences in Burnout between Teachers and Administrators

3.1. What is the difference in the nature of burnout between teachers and administrators, and how does it compare to burnout norms?

T-tests were conducted to test for statistically significant differences in burnout between teachers and administrators. Results of these t-tests are reported in Table 6.10.

Emotional exhaustion burnout. As indicated in Table 6.10, the t value of 4.33 was statistically significant beyond the 0.01 level. The mean score of 3.02 on Emotional Exhaustion burnout for teachers was significantly higher than the mean score of 2.54 for administrators. Thus, teachers tended to experience a higher level of Emotional Exhaustion burnout than

Table 6.9

One-Way Analysis of Variance for Mean Scores of Administrators on Burnout Sub-scales Classified by Overall Job Satisfaction (N=126)

Response Category (N=)	A Slightly to Moderately Satisfied (8)	B Considerably Satisfied (27)	C Very Satisfied (72)	D Extremely Satisfied (19)	Overall Average	Significantly Different Groups
Emotional Exhaustion	2.56	3.05a	2.49	1.89b	2.52	B-D
Depersonalization	2.15a	1.48	1.43	0.86b	1.41	A-D
Personal Accomplishment	2.27a	2.25	2.13	1.17b	2.03	A-D, B-D, C-D

Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong

[a] Indicates highest mean for this sub-scale of burnout.

[b] Indicates lowest mean for this sub-scale of burnout.

Table 6.10

T-tests for Mean Scores of Teachers and Administrators on Burnout Sub-scales (N=763)

Burnout Sub-scale*	Teachers (N=635)		Administrators (N=128)				
	Mean	Standard Deviation	Mean	Standard Deviation	D.F.	t	p
Emotional Exhaustion	3.02	1.29	2.54	1.09	761	4.33	0.00
Depersonalization	1.43	1.13	1.42	1.11	761	0.25	0.81
Personal Accomplishment	2.18	0.88	2.02	0.82	761	1.98	0.05

* Original response categories for burnout intensity were the following: 0=Never; 1=Very Mild, barely noticeable; 4=Moderate; and 7=Major, Very Strong.

school administrators. The mean scores for both groups were below the norm of 3.52 for Emotional Exhaustion burnout.

Depersonalization burnout. The t value of 0.25 with an associated probability of 0.81 indicated no statistically significant difference between the means of teachers and administrators on Depersonalization burnout. The mean score of 1.43 for teachers was similar to the mean score of 1.42 for administrators. Again, both mean scores were lower than the corresponding norm.

Personal accomplishment burnout. As indicated in Table 6.10, the t value of 1.98 was statistically significant at the 0.05 level. The mean score of 2.18 on Personal Accomplishment burnout for teachers was significantly higher than the mean score of 2.02 recorded by administrators. Thus, teachers reported experiencing a higher level of Personal Accomplishment burnout than administrators. The mean score for teachers was higher than the norm of 2.04 for Personal Accomplishment burnout.

Summary

The results of t-tests revealed that teachers recorded significantly higher levels of Emotional Exhaustion and Personal Accomplishment burnout compared with administrators. No statistically significant difference was recorded for Depersonalization burnout.

C. SUMMARY

Findings related to the nature of burnout among administrators and its relationship to selected background variables were presented in this chapter. In addition, an analysis of differences in burnout scores between teachers and administrators was presented.

Administrators scored below the norms for each sub-scale of burnout. When the distribution for administrators was compared against the normative distribution, administrators were over-represented in the lower third on Emotional Exhaustion and Depersonalization burnout, and were close to the distribution in the upper third for Personal Accomplishment burnout.

Analyses of variance revealed statistically significant differences on each sub-scale of burnout were obtained for sub-groups of administrators classified by the frequency of interesting work, and overall job satisfaction. In addition, statistically significant differences on Emotional Exhaustion burnout were obtained among sub-groups classified by the desire to leave school, and overall work stress. Statistically significant differences on Depersonalization burnout were obtained among sub-groups classified by sex, number of years in current position, and overall work stress. Statistically significant differences on Personal Accomplishment burnout were obtained among sub-groups classified by the desire to leave school, the desire for promotion, and the opportunities for promotion.

The results of t-tests revealed that teachers reported significantly higher levels of Emotional Exhaustion and Personal Accomplishment burnout than administrators.

Chapter VII

PREDICTORS OF BURNOUT FOR TEACHERS

The results of multiple stepwise linear regression analyses used to examine the extent to which seven factors of job satisfaction and two factors of job characteristics were statistically significant predictors of burnout in teachers are presented in this chapter. Included in this chapter are the results of content analyses of the written comments of teachers. These comments illustrate aspects of the job which according to teachers contributed most to feelings and attitudes representative of each burnout sub-scale. As such, the comments provide a more complete insight into important sources of feelings and attitudes representative of burnout among teachers.

The chapter is divided into three major sections. The results of the regression analysis for Emotional Exhaustion burnout, as well as of the content analysis of teachers' written comments which relate to this burnout sub-scale are presented in section one. Data on the regression analysis for Depersonalization burnout, and the selected illustrative comments of teachers are presented in section two. Results of the regression analysis for Personal Accomplishment burnout, and the selected illustrative comments of teachers are presented in section three.

A. EMOTIONAL EXHAUSTION BURNOUT IN TEACHERS

Predictors of Emotional Exhaustion Burnout

4.1. To what extent are job satisfaction, role clarity, and job challenge significant predictors of emotional exhaustion burnout in teachers?

As shown in Table 7.1, the major statistically significant predictors of Emotional Exhaustion burnout for teachers were "Satisfaction with Work Load," and "Satisfaction with Status and Recognition." These factors contributed 22.3 percent and an additional 3.4 percent respectively to the total variance in Emotional Exhaustion burnout. "Job Challenge"

Table 7.1

Multiple Stepwise Linear Regression Analysis for Prediction of Emotional Exhaustion Burnout in Teachers from Factors of Job Satisfaction and of Job Characteristics (N=628)

Factors	Multiple R	R^2	Percentage Contribution	r
Satisfaction with Work Load	.473	.223	22.3	-.473
Satisfaction with Status and Recognition	.507	.257	3.4	-.415
Job Challenge	.513	.263	0.6	-.289

contributed a further 0.6 percent to the total variance. These factors combined were associated with 26.3 percent of the total variance in Emotional Exhaustion burnout for teachers.

The Pearson Product-Moment correlation coefficients indicate the direction of relationship between each predictor and the criterion variable. For example, the less satisfied teachers were with their work load and their status and recognition, the more they experienced Emotional Exhaustion burnout. Similarly, the less they perceived the job as challenging, the greater their emotional exhaustion.

The remaining factors of job satisfaction and of job characteristics were not statistically significant predictors of Emotional Exhaustion burnout, possibly due to the strong inter-correlations among predictor factors and the remaining factors, as indicated in Table 7.2. The magnitude of these correlations suggests that the addition of other factors to the regression analysis would contribute very little to the variance already explained by the major predictors. Ferguson (1971:403) stated that

> If two variables have a high correlation with each other, they are measures of much the same thing, and the inclusion of both, instead of either one or the other, will contribute very little to the prediction achieved.

Results of the regression analysis support research findings that work pressure is directly related to Emotional Exhaustion burnout. Maslach (1982b:3) claimed that

> A pattern of emotional overload and subsequent emotional exhaustion is at the heart of the burnout syndrome. A person gets overly involved emotionally, overextends him- or herself, and feels overwhelmed by the emotional demands imposed by other people. The response to this situation (and thus one aspect of burnout) is emotional exhaustion.

When work load is oppressive, some degree of Emotional Exhaustion burnout may occur.

"Satisfaction with Status and Recognition" refers to the recognition, feedback, and sense of accomplishment associated with teaching. When feedback, recognition, and challenge are in short supply, feelings of burnout may increase. For instance, Cherniss (1980b:96) maintained that "feedback and information are critical 'resources,' without which a worker cannot adequately perform his or her role and achieve psychological success." Welch et al.

Table 7.2

Pearson Correlation Coefficients among Factor Scores of Job Satisfaction, Job Characteristics, and Burnout Sub-scales of Teachers (N=628)

Factors and Burnout Sub-scales	1	2	3	4	5	6	7	8	9	EE	DEP	PA
Job Satisfaction Factors												
1. Status and Recognition	1.00											
2. Autonomy	.620	1.00										
3. Interpersonal Relationships	.615	.564	1.00									
4. Advancement	.599	.475	.396	1.00								
5. Security and Involvement	.563	.553	.498	.480	1.00							
6. Work Load	.558	.441	.386	.488	.375	1.00						
7. Salary and Benefits	.455	.339	.328	.414	.361	.416	1.00					
Job Characteristics Factors												
8. Role Clarity	.510	.315	.357	.405	.337	-.274	.240	1.00				
9. Job Challenge	.567	.477	.396	.350	.445	.282	.230	.419	1.00			
Burnout Sub-scales												
Emotional Exhaustion (EE)	-.415	-.321	-.248	-.282	-.256	-.473	-.189	-.206	-.289	1.00		
Depersonalization (DEP)	-.287	-.194	-.217	-.145	-.223	-.114	-.119	-.194	-.319	.455	1.00	
Personal Accomplishment (PA)	-.366	-.24	-.260	-.130	-.301	-.173	-.068	-.193	-.336	.266	.312	1.00

(1982:23) mentioned that lack of feedback and recognition caused teachers "to doubt they are worthwhile as professionals and as persons." Pines (1981:347) has illustrated that a challenging job may serve as a potential buffer against burnout.

Thus, the statistically significant predictors of Emotional Exhaustion burnout in teachers were "Satisfaction with Work Load," "Satisfaction with Status and Recognition," and "Job Challenge."

Work Situations Contributing to Overextension and Exhaustion as Identified by Teachers

> *4.2. Which aspects of the job identified by teachers as contributing most to feelings of overextension and exhaustion are related to the significant predictor(s) of emotional exhaustion burnout?*

Teachers and administrators were requested to identify two aspects of the job which contributed most to their feelings of overextension and exhaustion. Content analysis of the 590 responses from 635 teachers to the question "Which two factors in your work contribute most to feelings of being overextended and exhausted by your work?" revealed ten work situations teachers described as contributing most to feelings of overextension and exhaustion. These work situations are provided in Table 7.3 in order of frequency of mention. Further, their relationship to the predictors of Emotional Exhaustion burnout, identified in the regression analysis of the preceding section, is also included as classified by the researcher.

Work load. The greatest percentage of teachers (57 percent) commented on the amount of paperwork, after-school activities, and in-school duties associated with a heavy work load.

A male elementary teacher (16 years of experience):

> The pace that one has to set to keep up with curriculum activities and students in order to do a good job is exhausting.

A male junior-high teacher (22 years) identified extra-curricula demands as endemic to "the 'go-go-go' type of schedule" in schools. A female kindergarten teacher (6 years) mentioned that "paperwork, mail, messages, surveys, junk mail, etc., add hours every week."

Table 7.3

Work Situations Identified by Teachers as Contributing to Feelings of Overextension and Exhaustion and their Relationship to Predictors of Emotional Exhaustion Burnout (N=590)

Work Situations Contributing to Overextension and Exhaustion	Predictors: Satisfaction with Work Load	Predictors: Satisfaction with Status and Recognition	Predictors: Job Challenge	f	%
Work load	•			334a	57b
Interactions with students	•		•	192	33
Intraschool factors	•			133	23
Time	•			89	15
Interpersonal relationships		•		59	10
Self-concept		•	•	56	9
Attitudes of parents and public		•		47	8
Systemic factors	•			45	8
Changing curricula	•			31	5
Feedback		•		20	3

[a] This means that 334 teachers identified "Work load" as a major contributor to feelings of everextension and exhaustion.

[b] This means that 57 percent of teachers identified "Work load" as a major contributor to feelings of overextension and exhaustion.

7=

Supervisory duties contributed to an excessive work load. Lunch-time and recess supervision were described as "housekeeping tasks" by a female elementary teacher (23 years). Another female elementary teacher (30 years) mentioned: "I feel overextended when I have to supervise in a lunch room after teaching all morning."

The effort involved in correcting students' work contributed to exhaustion in some teachers.

A male senior-high teacher (15 years):

> Because I am an English teacher, the thing I find most difficult is the extra marking I must do for one or two hours each night.

A female senior-high teacher (16 years) mentioned the "amount of marking -- at least two hours per night."

The expectations of administrators, consultants, and departments heads contributed to work load.

A female junior-elementary teacher (35 years):

> I believe that the present expectations [of] teachers [are] out of step with reality . . . One needs at least 50 hours of class preparation to do an excellent job. This has never been possible. The work load of teachers is truly unreasonable if excellent results are required.

A male senior-high teacher (12 years) wrote of the "constant demands on your time, your emotions," while a female elementary teacher (14 years) mentioned that "teachers are expected to be 'jack of all trades' and 'Masters' of all, too."

These comments provide evidence that work load was identified most frequently by teachers as contributing to feelings of overextension and exhaustion. This finding concurs with the statements of Farber (1983:5) and Maslach (1978a:114) that the nature of the work setting contributes to stress and burnout among helping service professionals.

Interactions with students. When teachers felt unable to handle the deviant behaviors and satisfy the academic needs of students, feelings of overextension and exhaustion often occurred. A female elementary teacher (18 years) mentioned "the amount of effort required in disciplining students with behavior problems." Another female elementary teacher (6 years) wrote "I feel always trying to control 22 active students is very stressful." A male senior-high teacher (23 years) identified "students whose personal problems seem unsolvable" as contributing to his feelings of exhaustion.

Also causing aggravation and concern for teachers was the "I don't care" attitude of students who refused to take responsibility for their learning. Some teachers felt they were fighting a losing battle.

A male senior-high teacher (19 years):

> Constant interactions with students -- pulling and pushing them to work, learn . . . Pressure on me to 'get them to learn.'

The finding that daily interactions with students contributed to feelings of overextension and exhaustion in teachers supports the claim by Maslach (1978a:56) that the work setting of helping professionals "is often emotionally difficult to handle on a continuous basis -- difficult because hour after hour, day after day, year after year, they are dealing with people's problems." Similarly, Pines et al. (1981:15) stated that "burnout is the result of constant or repeated emotional pressure associated with an intense involvement with people over long periods of time."

Intraschool factors. These factors refer to the school context variables of class size, split grades, resource availability, physical working conditions, and the communication network of the school. A female elementary teacher (29 years) commented on class size as leading to feelings of exhaustion:

> The increased enrolments are very difficult to cope with -- so many children have remedial problems and I don't have time to help on a one-to-one basis. This is unfair to our children! Ideal class -- 15 students per teacher.

A female elementary teacher (23 years):

> [For] the last three years [I] have had 30 or more pupils each year -- correcting work is exhausting.

A female elementary teacher (6 years) indicated that teaching a split grade "has been exhausting."

Maslach (1978a:114) suggested that burnout is best understood in terms of the influence of situational characteristics on dispositional variables. As the preceding comments suggest, specific work characteristics contributed to feelings of overextension and exhaustion among teachers.

Time. The preoccupation with a perceived shortage of time to accomplish tasks contributed to feelings of exhaustion among teachers.

A female junior-high teacher (7 years):

> Not enough time to prepare and evaluate effectively -- very fast pace -- always a race with the clock.

A female elementary teacher (8 years):

> A shortage of time. I get to school early and leave late and still do not have enough time to do all the necessary preparation and checking.

A male senior-high teacher (11 years) found the constant demand to meet deadlines left "not enough time to revitalize." A female senior-high teacher (16 years) felt exhausted because of "the lack of time for me to feel like a human being."

These comments suggest that the hectic pace of teaching contributed to feelings of exhaustion. The relentless drain on a teacher's capacity to complete required tasks without time to "revitalize" sagging energy reserves encouraged feelings of overextension and exhaustion in some teachers. Howard et al. (1978:114) maintained that increased demands by the job seriously deplete the individual's resources of adaptation energy, and contribute to burnout.

Interpersonal relationships. Interpersonal relationships can be dissatisfiers for both teachers and administrators (e.g., Fergusson, 1984; Hiebert, 1984; Jankovic, 1983; Koff et al., 1980; Swent and Gmelch, 1977). For some teachers in the sample, these relationships contributed to feelings of overextension and exhaustion, and were related to a diminished self-concept.

A male senior-high teacher (2 years):

> The continual personal contact day in day out with so many people seems to exhaust me.

A female junior-high teacher (7 years):

> Other teachers who do not carry their share of the load. They are inconsistent in their work habits.

A female elementary teacher (12 years):

> Staff relationships -- Some staff not 'listening' to my needs as a colleague and generally having that snobbish-bitchy manner.

A male junior-high teacher (25 years):

> Teachers and administrators who think that they know everything and don't give a 'damn' about other teachers/students.

A male senior-high teacher (20 years):

> Attitudes of school [administrators] and Central Office administrators. Both are ignorant of the classroom situation.

Shapiro (1982:222) mentioned that "the often intense interpersonal relationships within work teams can generate a certain level of stress among staff members." The comments by teachers suggest that these relationships contributed to feelings of exhaustion and overextension as possible indicators of burnout.

Self-concept. Some teachers felt their failure to satisfy all the demands of others reflected a weakness in themselves. Maslach (1982c:42) claimed that when service professionals "lay blame on some flaw within themselves . . . they experienced a sense of failure and a loss of self-esteem." Trying to compensate for this loss of self-esteem led to feelings of overextension and exhaustion in many teachers. For instance, a male elementary teacher (2 years) mentioned "the stress associated with the feeling of wanting to do something absolutely right." A female elementary teacher (13 years) admitted that her self-concept contributed to feelings of overextension, claiming that "I overextend myself -- no-one makes me do it. I do it by choice."

A male junior-high teacher (2 years):

> I am the biggest factor. This is my first full-time position. Sometimes I feel I am trying to accomplish too much in one year. In my excitement I take on too much extra work.

A female elementary teacher (14 years):

> My own perception of doing my best at all times. I'm a perfectionist and if I don't stop myself I could easily work 18 hours a day.

As indicated by the preceding comments, specific dispositional characteristics in teachers were associated with feelings of overextension and exhaustion. Such characteristics reflected a self-concept dedicated to "perfection" and commitment. Striving to achieve this perfection, according to Cherniss (1980b:51), can be "a frustrating and difficult [quest]" that may contribute to burnout.

Attitudes of parents and public. Negative and critical attitudes from parents and the general public were related to feelings of frustration in teachers. A female elementary teacher (17 years) wrote of the "stress put on [me] by parents of the students," while another female elementary teacher (23 years) resented the demands of parents:

> Parents who expect we are their personal servants and should be able to cope with sick children or undisciplined children because they [the parents] have to work.

Chapman (1983:40) referred to the increasingly negative opinion the public has of educators. Many teachers felt a weakened sense of status because of this public criticism. A sense of resignation often resulted.

A female junior-high teacher (10 years):

> There is no incentive to perform at the optimum level . . . just pressure to perform under public pressure with little in the way of motivation. School boards and the general public sometimes forget that teaching is indeed a noble and worthy profession. To many teachers, teaching has become a job not a career.

These comments illustrate that negative public opinion and unreasonable parental expectations led to frustration, resentment, and resignation in teachers, rather than to feelings of exhaustion.

Systemic factors. These factors refer to the policies and expectations of Central Office, the Edmonton Catholic School Board and its elected officials, and the Department of Education. Demands from Central Office and the Department of Education were highlighted by teachers as major contributors to their feelings of overextension and exhaustion.

A male senior-high teacher (27 years):

> Expectations of some 'head office' people. I feel many have forgotten the daily demands of the classroom teacher.

A female elementary teacher (24 years):

> Pressures from 'outside' -- e.g., Department of Education testing of elementary students.

A female senior-high teacher (21 years) indicated a reduction in teacher aides contributed to her feelings of overextension: "Having to waste a lot of time on 'clerical' work because of support staff reduction."

These comments suggest that the unrealistic expectations and rigid policies of higher administration contributed to exhaustion among teachers.

Changing curricula. Changes and additions to existing curricula forced teachers to overextend themselves in an attempt to keep pace with the new innovations.

A female elementary teacher (25 years):

> Inability to meet curriculum objectives. Courses are continually being added or lengthened. None are ever deleted, yet the length of the school day remains the same.

A female elementary teacher (28 years) mentioned the "demands of the curriculum -- always new additions." Another female elementary teacher (34 years) offered similar remarks: "Hardly have time to become comfortable teaching a program when a new one is introduced."

The data indicate that changing curricula and their unique demands required many teachers to overextend themselves. The preceding comments reflect the findings of Welch et al. (1982:23) that

> teachers who are caught in the constant innovation [of changing curricula], the problem of keeping up in their subject matter or educational methods, and the feeling of a loss of control of the profession are easy targets for burnout.

Feedback. Insufficient feedback contributes to a loss of self-esteem and hastens feelings of burnout (e.g., Cherniss, 1980b:96; Maslach, 1982b:19; Pines et al., 1981:117-118). In comparison, Pines et al. (1981:117-118) asserted that feedback enhances the individual's feelings of meaning and success, and improves the morale of the organization. Teachers identified lack of positive feedback as a cause of their poor self-esteem and feelings of exhaustion.

A male senior-high teacher (17 years):

> I am a very hard worker. I do not mind being exhausted by my work. I think that I become fatigued when superordinates do not acknowledge the work I do or do not really understand what is involved in teaching a subject. Praise is the most important aspect of keeping a person alive for the following day.

A female junior-elementary teacher (29 years):

> Never are we told that we've done a good (or even adequate) job. It's impossible to feel anyone realizes or thinks we're doing a good job.

As these comments indicate, teachers appeared to receive very little positive feedback, and this they claimed contributed to feelings of exhaustion.

Relationship Between Work Situations and Predictors of Emotional Exhaustion Burnout

The work situations listed above were further examined and classified to assess how representative they were of the three statistically significant predictors of Emotional Exhaustion burnout in teachers, as indicated in Table 7.3. A relationship between a work situation and a predictor was identified when the comments made by teachers for each work situation were representative of the items included in a predictor.

The statistically significant predictors of Emotional Exhaustion burnout in teachers were "Satisfaction with Work Load," "Satisfaction with Status and Recognition," and "Job Challenge." "Satisfaction with Work Load" refers to the amount of work required and the extra tasks associated with teaching. When teachers felt their work load was excessive, feelings of Emotional Exhaustion burnout developed. Work situations representative of "Satisfaction with Work Load," and those contributing to feelings of overextension and exhaustion, were "Work load," "Interactions with students," "Intraschool factors," "Time," "Systemic factors," and "Changing curricula."

"Satisfaction with Status and Recognition" refers to the status, recognition, and sense of accomplishment of teaching. Work situations representative of a diminished sense of status, and those contributing to feelings of overextension and exhaustion, were "Interpersonal relationships," "Self-concept," "Attitudes of parents and public," and "Feedback."

When the job failed to provide enough challenge, or if the demands of work exceeded individual coping abilities, feelings of exhaustion developed. Work situations related to "Job Challenge" were "Interactions with students," and "Self-concept."

B. DEPERSONALIZATION BURNOUT IN TEACHERS

Predictors of Depersonalization Burnout

4.3. To what extent are job satisfaction, role clarity, and job challenge significant predictors of depersonalization burnout in teachers?

As shown in Table 7.4, the results of regression analysis revealed that the statistically significant predictors of Depersonalization burnout in teachers were "Job Challenge," and "Satisfaction with Status and Recognition." These factors contributed 10.2 percent and an additional 1.7 percent respectively to the total variance in Depersonalization burnout. The factors combined were associated with 11.9 percent of the total variance in Depersonalization burnout for teachers.

The negative Pearson Product-Moment correlation coefficients indicate that the less teachers believed their job was challenging, and the less satisfied they were with their status and recognition, the more they experienced Depersonalization burnout. As illustrated in Table 7.2, the two predictors of Depersonalization burnout are substantially correlated with the other factors of job satisfaction and of job characteristics. Also noticeable are the stronger negative correlations among the predictors and the criterion variable compared with the other factors. Thus, the addition of other factors to the regression equation would contribute very little to the variance in Depersonalization burnout.

Depersonalization burnout refers to the development of negative attitudes and cynical, impersonal responses towards clients, others, and often towards oneself. In this study, teachers

Table 7.4

Multiple Stepwise Linear Regression Analysis for Prediction of Depersonalization Burnout in Teachers from Factors of Job Satisfaction and of Job Characteristics (N=628)

Factors	Multiple R	R^2	Percentage Contribution	r
Job Challenge	.319	.102	10.2	-.319
Satisfaction with Status and Recognition	.344	.119	1.7	-.287

developed these attitudes and responses because the job failed to provide adequate challenge and recognition. Possibly the lack of challenge for teachers stems from the sameness of their teaching assignments, the predictability of their daily encounters with peers, administrators, and students, and the lack of intellectual stimulation in their classroom teaching.

The finding that teachers developed feelings of depersonalization because of a perceived lack of challenge supports the claim by Cherniss (1980b:45) that "lack of challenge, underutilization of abilities and skills, and paucity of intellectual stimulation are potentially important causes of burnout in mental health and related fields." Cherniss (1980b:92-94) identified boredom as a contributor to burnout and a correlate of a job that lacks "challenge, variety, and meaning." Veninga and Spradley (1981:34) referred to the "stress of understimulation" as a consequence of dull, routine, and boring work.

The lack of status and recognition also contributed to Depersonalization burnout for teachers. Research has shown that negative or no feedback contributes to burnout (e.g., Cherniss, 1980b:96; Pines et al., 1981:117; Rathbone and Benedict, 1980:56-57; Veninga, 1979:47). Maslach (1982b:19) asserted that because human service helpers often deal with the needs and demands of clients, with little recognition for their time and effort, "it is not surprising that professional helpers begin to develop a negative and cynical view of human nature."

In summary, the statistically significant predictors of Depersonalization burnout for teachers were "Job Challenge," and "Satisfaction with Status and Recognition."

Work Situations Contributing to Negative Attitudes and Impersonal Responses as Identified by Teachers

4.4. Which aspects of the job identified by teachers as contributing most to the development of negative attitudes and impersonal responses are related to the significant predictor(s) of depersonalization burnout?

Teachers and administrators were asked to identify two aspects of the job which contributed most to the development of negative attitudes and impersonal responses towards their clients. Content analysis of the 511 replies from 635 teachers to the question "Which two factors in your work contributed most to the development of negative attitudes and impersonal responses towards your clients?" revealed eight work-related situations teachers described as major contributors to these attitudes and responses. These work situations are presented in Table 7.5 in order of frequency of mention. Further, their relationship to the significant predictors of Depersonalization burnout, identified in the regression analysis of the preceding section, is also included as classified by the researcher.

Selected comments by teachers are provided below to illustrate each work situation that was identified with the development of negative attitudes and impersonal responses.

Interactions with students. Negative attitudes among students often encouraged the development of similar attitudes among teachers. A female junior-elementary teacher (24 years) mentioned that "negative, rude and unmotivated 'clients' turn me off very quickly."

A female elementary teacher (9 years):

> [The students'] negative attitudes; apathy; they seem to feel they need to be entertained at school. They have little or no ambition.

A male senior-high teacher (4 years):

> Often the lack of respect shown by my students to me, to other teachers, and to each other fosters the development of negative attitudes. Students often expect things to be handed to them 'on a silver platter.' They rarely seem satisfied with the services provided for them.

Also contributing to cynical attitudes and responses among teachers were the deviant behaviors of students, along with the special needs of some students.

A female elementary teacher (14 years):

> Children who are abusive, stubborn, have little self-control, and despite all efforts refuse to cooperate.

A male junior-elementary teacher (7 years):

> Rude behavior! Students who don't take into account the feelings of others and jeopardize other students' rights to learn.

A female junior-elementary teacher (3 years):

> Slow learning of clients. Sometimes one feels that it doesn't matter how much

Table 7.5

Work Situations Identified by Teachers as Contributing to Negative Attitudes and Impersonal Responses and their Relationship to Predictors of Depersonalization Burnout (N=511)

	Predictors			
Work Situations Contributing to Negative Attitudes and Impersonal Responses	Job Challenge	Satisfaction with Status and Recognition	f	%
Interactions with students		•	273[a]	53[b]
Attitudes of parents and public		•	131	26
Intraschool factors	•		131	26
Interpersonal relationships		•	82	16
Self-concept	•	•	79	15
Feedback		•	29	6
Systemic factors	•		27	5
Time	•		26	5

[a] This means that 273 teachers identified "Interactions with students" as a major contributor to the development of negative attitudes and impersonal responses.

[b] This means that 53 percent of teachers identified "Interactions with students" as a major contributor to the development of negative attitudes and impersonal responses.

> consideration you give because it won't make a difference to them.

A female elementary teacher (14 years):

> Children who have emotional problems should not be in regular classes -- it is hard enough to get things done without them there. With them there it is ten times worse!

These comments indicate that the major work situation contributing to the development of negative attitudes and impersonal responses among teachers was the daily demanding interaction with students. The impersonal statements and negative attitudes of teachers are indicative of the psychological withdrawal mechanisms Maslach (1982b:39) identified among human service helpers who become "overwhelmed by the press of people who need something, want something, and are always taking something from them."

Attitudes of parents and public. Having to contend with unreasonable demands and critical attitudes from parents contributed to feelings of depersonalization in some teachers.

A female elementary teacher (25 years):

> Parents who demand their own way and tell you what you should be doing offend me. Parents who come to discuss their child and other problems day after day contribute in developing a negative attitude.

A female kindergarten teacher (9 years):

> Parents who come and rant and rave because I didn't zip up their kids' coats. They do not seem to understand the job of teaching and dealing with a large number of children at once.

Often the indifference of parents was associated with the development of cynical attitudes among teachers.

A female junior-elementary teacher (11 years):

> Lack of parental support -- if parents don't care enough to make sure homework is done after repeated phone calls, detentions, etc., it becomes easier to think if they don't care, why should I? I've got other students to worry about.

A female junior-elementary teacher (17 years):

> Children who have parents who haven't adequately trained or prepared their children for school. Parents who don't give a damn! They feel the teacher can perform miracles -- as I should!

Negative public opinion of teachers contributed to feelings of depersonalization among the respondents. A male elementary teacher (11 years) mentioned the "soci[etal] attitude . . . putting pressure on me when it should be their own." A male junior-elementary teacher (20 years) wrote of the "public's low opinion of education and educators, including government neglect."

These comments support the assertions by Levinson (1981:76) that burned out individuals often display anger at those making demands and develop feelings of cynicism, irritability, and negativity. Freudenberger (1977:98) claimed that burnout propagates negativism and despair in both the helper and the client. The findings of this study indicate that the negative attitudes of parents and the general public promoted similar attitudes among teachers.

Intraschool factors. Large class sizes made extra demands on teachers and hastened feelings of depersonalization. A male senior-high teacher (28 years) wrote of "impersonal large classes," while a female junior-high teacher (11 years) indicated "large classes do not enable me to deal effectively with behavior or learning problems." A male junior-high teacher (13 years) believed "teaching too many students creates an impersonal classroom atmosphere."

The numerous demands from various personnel contributed to the development of cynical attitudes among some teachers. These attitudes were typical of the dehumanization response in human service helpers who, according to Pines et al. (1981:19), develop "negative self-concepts and pessimistic views of their work . . . and develop negative attitudes towards others."

A male senior-high teacher (11 years):

> The expectation that you should give but not 'they.' 'They' includes the students, community and the board.

A female junior-elementary teacher (6 years):

> The demands placed on me outside of my accepted job responsibilities, very often leave me tired and feeling fragmented, therefore leaving me with less patience and time for my 'clients' than I would like to have.

A male junior-high teacher (13 years) wrote of the "'Care-less' attitudes of some people in all levels of the education process."

Interpersonal relationships. The complacency and negativism of staff members contributed to disappointment and cynicism among teachers.

A male senior-high teacher (23 years):

> My colleagues' lack of concern for meaningful staff development activities during monthly staff meetings.

Similar to Rathbone and Benedict's (1980:56-57) finding that negative staff-room talk and gossip were indicators of burnout, a female elementary teacher (7 years) highlighted "gossip or unkindness from other staff members" as the cause of her negative attitudes. A female elementary teacher (one year) concurred: "When teachers begin to display their prejudices through gossip in the staffroom."

Teachers also complained of the lack of support and leadership from administrators.

A female senior-high teacher (8 years):

> Lack of support from administration in dealing with attendance or behavior problems. Easy to say 'If they don't care, why should I?'

A female junior-elementary teacher (5 years):

> Often much effort on my part in helping a child is for nothing. In my previous school [the] principal was a wimp. Wouldn't back me up; he had no backbone when it came down to handling real problems. This created negative feelings on my part.

Self-concept. Some teachers created their own challenges by making personal goals for themselves. Failure to satisfy these goals encouraged feelings of depersonalization and withdrawal as defenses against further failure.

A female junior-senior high teacher (4 years):

> When I care more than the student does for himself, I get discouraged and sometimes I give up.

A female elementary teacher (12 years):

> A student displaying the same pattern of 'negative behavior' daily. I burn out more energy being concerned and caring than the student puts into their work.

A male junior-elementary teacher (15 years):

> The source of [negative atittudes and impersonal responses] in my case [is] found in me, not in my work.

These responses by teachers support the comments of Pines et al. (1981:55) that helping service professionals "end up detaching too much [from the job] as a defense against the power of their emotions." Many teachers blamed themselves for failings in their students, and thus developed a poor self-concept.

Feedback. The lack of positive reinforcement from superordinates and peers caused some teachers to question their self-esteem and status. A female elementary teacher (11 years) mentioned "there is very little progress or thanks for the work done," and a male junior-high teacher (12 years) highlighted "the lack of acknowledgment of a job well done." A female elementary teacher (19 years) mentioned the "lack of interest in me personally or in my work in the classroom from fellow teachers."

A female junior-senior high teacher (8 years) indicated the importance of positive feedback from students:

> [Students'] lack of 'appreciat[ion]' -- i.e., seldom do they comment in the form of a 'thanks' but when one does, it keeps me going for weeks.

These comments suggest that feedback from others is important to a teacher's self-esteem, and may mitigate the development of negative and impersonal responses towards others.

Systemic factors. The policies and directives of Central Office and the Department of Education contributed to negative attitudes among teachers. Also causing concern were the expectations of higher administration.

A female elementary teacher (11 years):

> The feeling that head office wants us to 'share our mission' but on other items (for example, evaluation) our input doesn't seem to count for much.

A female elementary teacher (15 years):

> Expectations of administration (Department of Education, school boards) are

sometimes beyond human capability.

A male junior-high teacher (23 years) alluded to the "lack of funding . . . time and personnel" as contributory factors to feelings of depersonalization. Similarly, a female junior-elementary teacher (9 years) mentioned "an inefficient support system for children [who] NEED diagnosing" as causing her negative response towards Central Office policies.

When teachers believed the expectations of their jobs were almost impossible to attain because of rigid policies and limited resources, negative attitudes and impersonal responses towards the personnel responsible for these policies resulted.

Time. Teachers developed cynical attitudes as a consequence of limited time. A female junior-elementary teacher (10 years) mentioned the "lack of preparation time -- kids are 'in the way' of preparation."

A female junior-elementary teacher (7 years):

> Lack of time to prepare lessons and the pressure of time for each subject to start and end. Always rushing as if the world is going to end.

This perceived shortage of time interfered with the quality of instruction. Teachers blamed the system for creating a shortage of time and so perpetuating impersonal teacher-student interactions.

A male junior-elementary teacher (28 years):

> Curriculum that has been constructed in an 'Ivory Tower' attitude that demands more time than available.

A female junior-elementary teacher (24 years):

> The emphasis on curriculum doesn't always allow for the time to work with individuals in a 'personal' way.

A male elementary teacher (16 years):

> I don't feel negative and impersonal about my students. I only feel negative about not being able to have the time to deal with student problems more efficiently.

Relationship Between Work Situations and Predictors of Depersonalization Burnout

The work situations listed above were further examined and classified to assess how representative they were of the statistically significant predictors of Depersonalization burnout in teachers as indicated in Table 7.5. A relationship between a work situation and a predictor was identified when the comments made by teachers for each work situation were representative of the items included in a predictor.

The statistically significant predictors of Depersonalization burnout in teachers were "Job Challenge," and "Satisfaction with Status and Recognition." "Job Challenge" refers to the opportunities provided teachers to use their skills and abilities, and to keep learning new things on the job. When teachers felt their jobs were underutilizing their abilities, or when the job was perceived as too demanding and excessive, negative attitudes and impersonal responses developed. Work situations representative of "Job Challenge" were "Intraschool factors," "Self-concept," "Systemic factors," and "Time."

"Satisfaction with Status and Recognition" refers to the sense of status, recognition, and accomplishment teachers received from the job. Work situations associated with a deteriorating sense of status and recognition, and those contributing to negative attitudes and impersonal responses among the respondents, were "Interactions with students," "Attitudes of parents and public," "Interpersonal relationships," "Self-concept," and "Feedback."

C. PERSONAL ACCOMPLISHMENT BURNOUT IN TEACHERS

Predictors of Personal Accomplishment Burnout

4.5. To what extent are job satisfaction, role clarity, and job challenge significant predictors of personal accomplishment burnout in teachers?

As shown in Table 7.6, "Satisfaction with Status and Recognition" was the first statistically significant predictor of Personal Accomplishment burnout to enter the regression equation, contributing 13.4 percent to the total variance in Personal Accomplishment burnout.

Table 7.6

Multiple Stepwise Linear Regression Analysis for Prediction of Personal Accomplishment Burnout in Teachers from Factors of Job Satisfaction and of Job Characteristics (N=628)

Factors	Multiple R	R^2	Percentage Contribution	r
Satisfaction with Status and Recognition	.366	.134	13.4	-.366
Job Challenge	.398	.158	2.4	-.336
Satisfaction with Advancement	.413	.171	1.3	-.130
Satisfaction with Security and Involvement	.429	.184	1.3	-.301
Satisfaction with Salary and Benefits	.440	.194	1.0	-.068

Other significant predictors were "Job Challenge," contributing an additional 2.4 percent to the total variance; "Satisfaction with Advancement" and "Satisfaction with Security and Involvement," each contributing an additional 1.3 percent; and "Satisfaction with Salary and Benefits," contributing a further 1.0 percent to the total variance in Personal Accomplishment burnout for teachers. These factors combined were associated with 19.4 percent of the total variance in Personal Accomplishment burnout.

The negative Pearson Product-Moment correlation coefficients indicate that the less satisfied teachers were with each factor of job satisfaction to enter the regression equation, the more they experienced Personal Accomplishment burnout. Similarly, the less they perceived the job as challenging, the greater their Personal Accomplishment burnout.

A person's work provides the individual with a sense of purpose, and fosters feelings of self-confidence and efficacy. If work fails to provide the feedback and recognition necessary to enhance and sustain these feelings, or if the work lacks sufficient challenge, then self-esteem deteriorates. This loss of self-esteem is similar to aspects of Personal Accomplishment burnout. Cherniss (1980a:22) stated that

> a person's work strongly influences her self-esteem. Individuals in our society tend to measure themselves by what they do. If their work is challenging and they are able to meet the challenge successfully, self-esteem is enhanced.

The results of the regression analysis revealed that when teachers believed the job did not satisfy adequately their needs for status and recognition, feelings of Personal Accomplishment burnout developed.

"Job Challenge" represents the extent to which the job makes use of abilities and skills, and encourages individuals to keep learning new things on the job. Perceived failure of the job to provide these challenges was related to Personal Accomplishment burnout in teachers. Welch et al. (1982:24) maintained that the organizational structure of schools negates many opportunities for challenge:

> [The structure of schools determines that] every detail to which [teachers] thought they could contribute has already been arranged. The situation is such that they cannot use their own ideas in any but the most superficial ways.

The other statistically significant predictors of Personal Accomplishment burnout, namely "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits" are context variables that occur because of the nature of the job. Satisfaction with these factors was significantly related to Personal Accomplishment burnout in teachers.

In summary, the statistically significant predictors of Personal Accomplishment burnout in teachers were "Satisfaction with Status and Recognition," "Job Challenge," "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits."

Work Situations Contributing to a Lack of Personal Accomplishment as Identified by Teachers

4.6. Which aspects of the job identified by teachers as contributing most to feelings of a lack of personal accomplishment are related to the significant predictor(s) of personal accomplishment burnout?

Teachers and administrators were requested to identify two aspects of the job which contributed most to feelings of a lack of personal accomplishment on the job. Content analysis of the 497 replies from 635 teachers to the question "Which two factors in your work contribute most to feelings of a lack of personal accomplishment on the job?" revealed eleven work-related situations teachers described as contributing most to these feelings. These work situations are presented in Table 7.7 in order of frequency of mention. Further, their relationship to the significant predictors of Personal Accomplishment burnout as indicated in the regression analysis of the preceding section is also included as classified by the researcher.

Selected quotations by teachers are provided to illustrate each work situation that was identified with feelings of a lack of personal accomplishment.

Feedback. A quarter of all teachers who responded to the question above indicated that lack of positive feedback was related to feelings of a lack of personal accomplishment.

A male elementary teacher (16 years):

> A lack of recognition from authority for the 'good work' I've done. The odd time

Table 7.7

Work Situations Identified by Teachers as Contributing to Feelings of a Lack of Personal Accomplishment and their Relationship to Predictors of Personal Accomplishment Burnout (N=497)

Work Situations Contributing to a Lack of Personal Accomplishment	Predictors Satisfaction with Status and Recognition	Job Challenge	Satisfaction with Advancement	Satisfaction with Security and Involvement	Satisfaction with Salary and Benefits	f	%
Feedback	•		•		•	123a	25b
Interactions with students	•	•				123	25
Self-concept	•	•		•		89	18
Intraschool factors	•	•				84	17
Time	•	•	•			75	15
Work load		•		•		62	13
Attitudes of parents and public	•					51	10
Systemic factors			•		•	47	9
Interpersonal relationships	•					46	9
Classroom teaching		•				40	8
Unseen results	•					25	5

[a] This means that 123 teachers identified "Feedback" as a major contributor to feelings of a lack of personal accomplishment.

[b] This means that 25 percent of teachers identified "Feedback" as a major contributor to feelings of a lack of personal accomplishment.

> I've screwed up, I've known it. I have the feeling that I'm a good teacher. The kids say I'm tops. A number of parents like me. Even some colleagues treat me as if I'm good, but few say it. Not too many superiors let you know where you stand (only when you screw up).

A female junior-senior teacher (21 years):

> Not enough interest shown by administrators [about] what I actually do in the classroom, and [failure to] explore my feelings about my duties.

This lack of feedback and praise encouraged some teachers to give up; work had lost its meaning.

A female junior-elementary teacher (7 years):

> Very little feedback from administrators and students (expected?) . . . and [little] parent involvement -- need to hear that I make a difference. No reward for extra time and energy compared to those who do the bare minimum. Why bother?

Some teachers indicated that poor feedback interfered with opportunities for promotion.

A female elementary teacher (7 years):

> I feel there is little opportunity for advancement; the few administrative positions are taken up by men not necessarily as qualified as women. Little or no recognition for the countless number of hours put in for paperwork, meetings, planning, report writing, and even the courses we take on our own [time].

A male junior-high teacher (15 years) mentioned that "appointments are about as haphazard as they can get. Many administrators have little respect for particular interests or abilities."

The lack of financial rewards also encouraged feelings of a lack of personal accomplishment.

A female senior-high teacher (25 years):

> There are no rewards for being an excellent teacher. A better salary or more free time comes only with administrative post. Why do we value a vice principal who chases after delinquent students more than a teacher who deals constantly with [them]?

Maslach (1982b:19) mentioned that professional helpers receive little positive feedback, and any feedback "is almost exclusively negative." In addition, asserted Maslach (1982b:20), because the accomplishments of professional helpers are expected as part of the job, "then there is no need to provide feedback except when things fall short of these expectations." Welch et al. (1982:23) stated that the lack of feedback led teachers "to come to believe that nobody cares." As the comments by teachers reveal, poor feedback, combined with limited opportunities for advancement and insufficient remuneration for services rendered, contributed to feelings of worthlessness, powerlessness, and a lack of personal accomplishment.

Interactions with students. When teachers felt incapable of altering the deviant behaviors and attitudes of students, their personal sense of competence was threatened.

A female junior-elementary teacher (3 years):

> Students [who] never really care even after you have worked with them constantly -- it becomes discouraging.

A male junior-high teacher (11 years) was affronted by the "lack of personal respect from recipients of my services." A female junior-high teacher (one year) indicated that a lack of personal accomplishment resulted when "students show disrespect [and] act as though they don't care."

Failure to satisfy the special needs of some students encouraged the development of a "crisis of competence" (Cherniss, 1980b:84) in teachers.

A female elementary teacher (6 years):

> Many students in my class have not the skills necessary to be there in the first place, and I get frustrated trying to bring them to par.

A female junior-elementary teacher (16 years):

> The difficulty/impossibility of answering all the needs (physical, emotional, spiritual, educational) of each child in my class.

These comments suggest that the constant contact with students and the impossibility of satisfying all their needs contributed to a lack of personal accomplishment among teachers.

Self-concept. Some teachers blamed themselves for failings in their students, instead of recognizing the influence of situational characteristics on their sense of achievement. Consequently, their self-esteem deteriorated.

A female junior-elementary teacher (one year):

> My own inability to get students working effectively towards learning specific concepts.

A male senior-high teacher (2 years) asserted that "when students do poorly on exams I tend to blame myself or my teaching abilities." A female elementary teacher (21 years) shared this attitude, claiming "when students don't progress it seems I've failed."

Further, if the job failed to offer substantial challenges, boredom, frustration, and a demoralized self-concept often resulted.

A female junior-elementary teacher (11 years):

> Repetition -- staying at the same grade level too long (i.e., more than 3 years) makes me feel a lack of accomplishment. Not that instruction or achievement is different, but [I] don't feel as positive with the same results after three years.

A male elementary teacher (11 years) commented on "the soul-destroying repetition of it [teaching] all," and a female junior-elementary teacher (5 years) believed "there do not seem to be any intellectual challenges in this job." A female elementary teacher (15 years) highlighted the "lack of challenge and stimulation."

As these comments indicate, a teacher's sense of accomplishment is largely influenced by the challenges associated with the job. When the job lacks sufficient challenge, self-concept and sense of accomplishment are jeopardized.

Intraschool factors. The intraschool factor of large class sizes caused teachers to stretch their resources and abilities, and led to a decreased sense of accomplishment. A male elementary teacher (11 years) mentioned that "class size limits my accomplishments." A female junior-high teacher (4 years) complained of "too many kids to teach. Last year I had 175 [students]. How can I do a good job?"

The physical structure of the school forced teachers to work in isolation from colleagues. Consequently, personal successes often went unnoticed.

A female elementary teacher (8 years):

> Everyone is always very busy and there are times when you cannot discuss accomplishments because we work on our own most of the day.

A male senior-high teacher (one year):

> The feeling of 'you're on your own' when undertaking major projects such as teams, dramatic productions and field trips.

Time. The shortage of time was seen as leading to a loss of faith in personal achievement. Teachers indicated that too little time was provided for them to establish meaningful professional relationships with their students.

A female junior-elementary teacher (10 years):

> Time -- it seems time always runs out. You want to do so much with the children but it seems the surface is only accomplished.

A male junior-high teacher (13 years):

> Knowing that forty minutes a day is not sufficient to make a lasting impact on their [the students'] lives.

Some teachers suggested that the shortage of time interfered with opportunities for professional development. A male junior-senior high teacher (15 years) claimed there was "no time or energy for outside reading and professional development," a sentiment shared by a female junior-elementary teacher (18 years): "Not enough time or energy to engage in further study in my field."

A female junior-high teacher (11 years):

> Lack of time to get added input from other sources. For example, teaching is such a rigid job, there is little opportunity to take mini-courses, seminars, etc.

These comments by teachers indicate that the shortage of time militated against meaningful teacher-student interactions, prevented many teachers from undertaking professional development courses, and contributed to a decreased sense of personal accomplishment.

Work load. Extra duties and the constantly changing demands of a provincial curriculum contributed to a poor sense of accomplishment among teachers.

A female junior-elementary teacher (3 years):

> Number of hours I 'put in' doesn't seem to relate directly to personal accomplishment.

A female senior-high teacher (16 years) mentioned the "pressure of quantity too often outweighs the joy of quality." A male senior-high teacher (18 years) wrote "I feel too busy. I just seem to be running around getting nowhere quickly."

A female senior-high teacher (15 years):

> On occasions I feel "bogged down' by [a] curriculum that must be covered and by marking loads. I sometimes feel I lack the time and energy to be more creative.

These comments suggest that a teacher's sense of accomplishment was jeopardized by an exacting and increasing work load.

Attitudes of parents and public. Parental and public indifference caused concern for teachers. A female junior-high teacher (3 years) was disappointed by "parents with very little appreciation of your work." A female elementary teacher (18 years) highlighted the "declining public respect for teachers and education in general" as contributing to her poor sense of achievement.

A male senior-high teacher (12 years):

> It seems that the media (newspapers in particular), the public (everyone is an expert it seems), the Department of Education (government), are constantly telling us what a terrible job we are doing. I do my best, but I'm starting to believe them!

A female junior-high teacher (35 years):

> Low esteem for educators. Everyone is free to stomp on them; government, administrators, children, parents, peers. In such circumstances how can teachers feel that they are the professionals in education?

These comments by teachers support the claim by Welch et al. (1982:19) that "perhaps no other profession [compared with teaching] is so constantly criticized, so thoroughly held up to public scrutiny, yet so nearly devoid of prestige."

Systemic factors. Inadequate opportunities for advancement on a system-wide basis led to feelings of resentment among some teachers. A male junior-high teacher (16 years) commented that the "promotional methods in this system do not recognize [the] quality of teaching or needs and interests of staff."

A female kindergarten teacher (7 years):

> Our system does not really encourage us to improve ourselves professionally -- [e.g.,] payment for courses, income tax deductions for post-graduate courses. Lack of opportunities for advancement. Not what you know [but] who you know.

Interpersonal relationships. Lack of recognition from co-workers was related to a deflated sense of self-esteem in some teachers.

A male junior-high teacher (25 years):

> [The] mimimizing [of] one's achievements/accomplishments by teachers and administrators. Jealousy.

A female elementary teacher (13 years):

> Lack of support when dealing with difficult clients. Comments like 'Oh yes, I know' when they really don't or couldn't care less!

A female senior-high teacher (17 years) suggested a poor sense of accomplishment was caused by "the feeling from other teachers that my subject area is not important."

These comments suggest that teachers need positive reinforcement from colleagues in order to sustain their sense of personal achievement.

Classroom teaching refers to classroom management techniques, and the degree of consistency between major teaching assignment and training. The lack of proper training contributed to feelings of a lack of accomplishment. Teachers felt poorly prepared to meet the challenge.

A female elementary teacher (12 years):

> Having to teach subjects that are not my greatest interest or those I feel I'm not adequately trained for.

A male senior-high teacher (18 years) was concerned with the "lack of knowledge . . . in subjects with which I am not familiar."

Unseen results refers to students who have left school but then fail to keep contact with teachers. A female elementary teacher (17 years) identified her poor sense of achievement was related to "no feedback from later years -- how the students do."

A male senior-high teacher (13 years):

> Very seldom seeing a physically completed project. It is satisfying in later years [to] meet a student who has become a lawyer, doctor, [etc].

A male senior-high teacher (4 years):

> The results of 'educating' are generally long-term and cannot be gauged accurately. A sense of personal accomplishment rarely enters the picture ona day-to-day basis.

These comments agree with the statements by Welch et al. (1982:23) that teachers believe nobody cares and "begin to doubt that they are worthwhile as professionals and as persons. Teaching is an occupation in which there are no tangible rewards . . . Teachers rarely know what happens to the students with whom they spend a year."

Relationship Between Work Situations and Predictors of Personal Accomplishment Burnout

The work situations reported above were further examined to assess how representative they were of the predictors of Personal Accomplishment burnout in teachers as indicated in Table 7.7. Procedures used to identify a relationship between predictors and work situations were identical to those reported previously.

The statistically significant predictors of Personal Accomplishment burnout in teachers were "Satisfaction with Status and Recognition," "Job Challenge," "Satisfaction with Advancement," Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits."

Failure of the job to provide adequate status and recognition led to feelings of a lack of personal accomplishment among teachers. Work situations representative of "Satisfaction with Status and Recognition" were "Feedback," "Interactions with students," "Self-concept," "Intraschool factors," "Time," "Attitudes of parents and public," "Interpersonal relationships," and "Unseen results."

When teachers perceived the job made too much or too little use of their abilities and skills, their sense of achievement declined. Work situations related to "Job Challenge" were "Interactions with students," "Self-concept," "Intraschool factors," "Time," "Work load," and "Classroom teaching."

Poor opportunities for advancement were associated with feelings of a lack of accomplishment. Work situations related to "Satisfaction with Advancement" were

"Feedback," "Time," and "Systemic factors."

"Satisfaction with Security and Involvement" refers to the chance to help other people and to tell people what to do, the chance to use abilities, and the sense of job security associated with teaching. Some teachers felt themselves unable to help students because of a heavy "Work load," and developed a poor "Self-concept" when the job made little use of abilities.

A common complaint of teachers was the lack of financial rewards for their services. Work situations representative of "Satisfaction with Salary and Benefits" were "Feedback," and "Systemic factors."

D. SUMMARY

Results of regression analyses used to determine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout in teachers were presented in this chapter. Selected comments by teachers were included to add meaning to the quantitative data.

The statistically significant predictors of Emotional Exhaustion burnout in teachers were "Satisfaction with Work Load," "Satisfaction with Status and Recognition," and "Job Challenge." The statistically significant predictors of Depersonalization burnout were "Job Challenge," and "Satisfaction with Status and Recognition." The statistically significant predictors of Personal Accomplishment burnout were "Satisfaction with Status and Recognition," "Job Challenge," "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits."

Work situations contributing to feelings of overextension and exhaustion associated with the significant predictors of Emotional Exhaustion burnout in teachers were "Work load," "Interactions with students," "Intraschool factors," "Time," "Interpersonal relationships," "Self-concept," "Attitudes of parents and public," "Systemic factors," "Changing curricula," and "Feedback."

Work situations contributing to the development of negative attitudes and impersonal responses associated with the significant predictors of Depersonalization burnout were "Interactions with students," "Attitudes of parents and public," "Intraschool factors," "Interpersonal relationships," "Self-concept," "Feedback," "Systemic factors," and "Time."

Work situations contributing to feelings of a lack of personal accomplishment associated with the significant predictors of Personal Accomplishment burnout were "Feedback," "Interactions with students," "Self-concept," "Intraschool factors," "Time," "Work load," "Attitudes of parents and public," "Systemic factors," "Interpersonal relationships," "Classroom teaching," and "Unseen results."

Chapter VIII

PREDICTORS OF BURNOUT FOR ADMINISTRATORS

The results of multiple stepwise linear regression analyses used to examine the extent to which seven factors of job satisfaction and two factors of job characteristics were statistically significant predictors of burnout in administrators are presented in this chapter. Included in the chapter are the results of content analyses of the written comments of administrators. These comments illustrate aspects of the job which according to administrators contributed most to feelings and attitudes representative of each burnout sub-scale. As such, the comments provide a more complete insight into important sources of feelings and attitudes representative of burnout among administrators.

The chapter is divided into three major sections. The results of the regression analysis for Emotional Exhaustion burnout, as well as of the content analysis of administrators' written comments which relate to this sub-scale of burnout are presented in section one. Data on the regression analysis for Depersonalization burnout, and the selected illustrative comments of administrators are presented in section two. Results of the regression analysis for Personal Accomplishment burnout, and the selected illustrative comments of administrators are presented in section three.

A. EMOTIONAL EXHAUSTION BURNOUT IN ADMINISTRATORS

Predictors of Emotional Exhaustion Burnout

5.1. To what extent are job satisfaction, role clarity, and job challenge significant predictors of emotional exhaustion burnout in administrators?

As illustrated in Table 8.1, the only statistically significant predictor of Emotional Exhaustion burnout for administrators was "Satisfaction with Work Load," contributing 15.0 percent to the total variance in Emotional Exhaustion burnout. The negative Pearson Product-Moment correlation coefficient indicates the direction of relationship between

Table 8.1

Multiple Stepwise Linear Regression Analysis for Prediction of Emotional Exhaustion Burnout in Administrators from Factors of Job Satisfaction and of Job Characteristics (N=128)

Factors	Multiple R	R^2	Percentage Contribution	r
Satisfaction with Work Load	.387	.150	15.0	-.387

"Satisfaction with Work Load" and Emotional Exhaustion burnout. That is, the less satisfied school administrators were with their work load, the more they experienced this form of burnout.

Because "Satisfaction with Work Load" was the only factor to enter the regression equation, this suggests that the remaining factors of job satisfaction and of job characteristics were substantially correlated with the predictor. The Pearson correlation coefficients among "Satisfaction with Work Load" and all other factors of job satisfaction and of job characteristics, and with each sub-scale of burnout, are presented in Table 8.2. An inspection of the Table reveals each factor is substantially correlated with "Satisfaction with Work Load," and in most cases, with every other factor. Also noticeable is the stronger negative correlation between the predictor factor and Emotional Exhaustion burnout compared with all other factors. Thus, the addition of other factors to the regression analysis would contribute very little to the variance already explained by the statistically significant predictor.

The arduous hours involved in school administration have been thoroughly documented (e.g., Willis, 1980; Wolcott, 1973). Sometimes, these long hours, according to Welch et al. (1982:49-50), contribute to physical and emotional exhaustion. The results of this study support research findings that the stress resulting from an excessive work load contributes to feelings of exhaustion indicative of Emotional Exhaustion burnout.

Work Situations Contributing to Overextension and Exhaustion as Identified by Administrators

> *5.2. Which aspects of the job identified by administrators as contributing most to feelings of overextension and exhaustion are related to the significant predictor(s) of emotional exhaustion burnout?*

Administrators and teachers were requested to identify two aspects of the job which contributed most to their feelings of overextension and exhaustion. Content analysis of the 118 replies from 128 administrators to the question "Which two factors in your work contribute most to feelings of being overextended and exhausted by your work?" revealed nine work situations administrators described as contributing most to these feelings. These work

Table 8.2

Pearson Correlation Coefficients among Factor Scores of Job Satisfaction, Job Characteristics, and Burnout Sub-scales of Administrators (N=128)

Factors and Burnout Sub-scales	1	2	3	4	5	6	7	8	9	EE	DEP	PA
Job Satisfaction Factors												
1. Status and Recognition	1.00											
2. Autonomy	.780	1.00										
3. Interpersonal Relationships	.591	.533	1.00									
4. Advancement	.478	.430	.234	1.00								
5. Security and Involvement	.520	.478	.472	.289	1.00							
6. Work Load	.622	.505	.334	.419	.302	1.00						
7. Salary and Benefits	.302	.268	.165	.507	.234	.338	1.00					
Job Characteristics Factors												
8. Role Clarity	.537	.404	.416	.306	.323	.500	.108	1.00				
9. Job Challenge	.540	.549	.395	.215	.450	.319	.117	.525	1.00			
Burnout Sub-scales												
Emotional Exhaustion (EE)	-.293	-.230	-.241	-.192	-.247	-.387	-.049	-.246	-.104	1.00		
Depersonalization (DEP)	-.271	-.256	-.227	-.067	-.190	-.084	.038	-.134	-.194	.522	1.00	
Personal Accomplishment (PA)	-.347	-.360	-.403	.044	-.379	-.126	.072	-.133	-.342	.301	.397	1.00

situations are provided in Table 8.3 in order of frequency of mention. Further, their relationship to the significant predictor of Emotional Exhaustion burnout, identified in the regression analysis of the preceding section, is also included as classified by the researcher.

Selected quotations from administrators are provided below to illustrate each work situation that was identified with feelings of overextension and exhaustion.

Work load. Extra-curricula duties contributed to the already over-taxed work load of administrators.

A male senior-high assistant principal (20 years of experience):

> The fact that others quite happily are free to leave school at the end of the school day while I am expected to stay behind and attend all school functions and perform extra-curricula duties such as coaching, [and] coordinating other meetings and groups.

A male elementary principal (34 years):

> Working in an environment where everything should have been completed 'yesterday.' The paper 'blizzard.'

A male junior-high assistant principal (15 years):

> The necessity to deal with a wide variety of things coincidentally; you can rarely deal with one thing at a time.

Some administrators were overextended by teaching responsibilities. For instance, a female junior-elementary assistant principal (29 years) wrote:

> I put a lot of energy into my teaching because that's the type of person I am. I am tired at the end of a day but you should if you've given of yourself.

Even though this assistant principal seemed satisfied with her teaching commitments, many administrators indicated that teaching loads interfered with more pressing administrative demands. For example, a male elementary principal (17 years) stated that "too heavy a teaching load" contributed to feelings of overextension "when also trying to keep up with administrative duties."

A female elementary principal (17 years):

> Trying to teach 70 percent of the time and be an administrator; trying to do two jobs in the time for one.

Table 8.3

Work Situations Identified by Administrators as Contributing to Feelings of Overextension and Exhaustion and their Relationship to Predictor of Emotional Exhaustion Burnout (N=118)

Work Situations Contributing to Overextension and Exhaustion	Predictor Satisfaction with Work Load	f	%
Work load	•	49[a]	42[b]
Interpersonal relationships	•	33	28
Systemic factors	•	33	28
Time	•	23	20
Attitudes of parents and public		20	17
Interactions with students		15	13
Intraschool factors		11	9
Changing curricula		4	3
Feedback		3	3

[a] This means that 49 administrators identified "Work load" as a major contributor to feelings of overextension and exhaustion.

[b] This means that 42 percent of administrators identified "Work load" as a major contributor to feelings of overextension and exhaustion.

The expectations of peers, co-workers, and superordinates also contributed to work load.

A male elementary principal (25 years):

> New expectations are constantly being placed upon you, but previous tasks never seem to be withdrawn.

A male elementary principal (20 years):

> The expectations that principals have to have almost superior qualities -- excellent managers, administrators, instructional leaders, evaluators, master teachers, etc.

The inordinate amount and variety of duties required of school administration have been well-documented (e.g., Willis, 1980; Willower and Fraser, 1980; Wolcott, 1973). In support of these research findings, the preceding comments by administrators indicate that the heavy work load of school administration is not only a fact of school life, but is also a major contributor to feelings of overextension and exhaustion.

Interpersonal relationships. Nebgen (1978:1) stated that in the school context "unanimity seldom exists among teachers, administrators, parents, and students." Over a quarter of all administrators identified poor interpersonal relationships as leading to feelings of exhaustion and overextension.

A male junior-elementary principal (18 years):

> The 'pressure cooker' situation that you are always in as a principal. [Demands by] parents, trustees, Central Office, students, staff, [and a] lack of consistency in dealing with the above.

A male senior-high assistant principal (16 years) mentioned the "constant bombardment of people, especially early in the year" as a factor contributing to his feelings of exhaustion. A male junior-high assistant principal (14 years) highlighted "the extensive reminding of people of their duties as professionals" as exhausting.

Resolving conflict situations caused by poor interpersonal relationships contributed to feelings of exhaustion. A male junior-high principal (25 years) was overextended by the need to "deal with . . . conflict honestly and fairly." A male elementary principal (25 years) mentioned "situations in which [there] seem to be no solutions."

These comments agree with Maslach's (1982b:23) contention that "chronic problems are more emotionally draining and more closely linked to burnout." As a male junior-elementary principal (18 years) stated, the "pressure cooker" world of school administration and the daily contacts with people contributed to overextension and exhaustion. Welch et al. (1982:47) maintained that a "principal's interactions with people are almost always negative" because of the principal's position as the middle-man between angry students, teachers, parents, and higher administration.

Systemic factors. These factors refer to the policies and expectations of Central Office, the Edmonton Catholic School Board, and the Department of Education. The constant stream of demands from Central Office in particular contributed to feelings of overextension in administrators.

A male elementary principal (26 years):

> Greater expectations from C.O. with no corresponding increase in free school time to deal with greater responsibilities.

A female junior-elementary principal (19 years):

> Too many demands outside the school (central office, etc.) which take me away from the responsibilities of my school.

A male elementary principal (16 years):

> Failure of senior administration, central office administrators to truly understand the complexities of the classroom. They are removed!

Implementing a new concept or policy in a school can be exhausting. For example, a male junior-elementary principal (25 years) mentioned that "implementing a new policy in a school can be an exhaustive process." A male junior-elementary assistant principal (8 years) felt "powerless to change school board policy regarding major and minor issues."

The attitude of the Department of Education increased the burden of a male elementary principal (20 years):

> The high-handed ways the Department of Education puts out new rules and regulations without them realizing where the time in school is coming from.

As these comments indicate, when administrators perceived the demands of higher administration as excessive and unrealistic, feelings of exhaustion and overextension developed.

Time. School administrators appeared to be plagued by a shortage of time. This lack of time to accomplish tasks contributed to feelings of exhaustion. A male junior-elementary assistant principal (15 years) felt exhausted by "[not] having enough time to accomplish (and do well) the things that can be done." A male elementary principal (14 years) mentioned the "minor unexpected, unplanned-for situations which must be dealt with . . . consume time and energy." A male elementary principal (25 years) complained that there was "so much to do and so little time to do it in."

McGrath (1976:1352) defined stress as the result of a situation presenting a demand which is perceived as exceeding the person's resources and capabilities in meeting the demand. Some administrators perceived the shortage of time created additional demands. The stress associated in meeting these demands often resulted in feelings of exhaustion in school administrators.

Attitudes of parents and public. The manner in which parents and various publics presented their demands contributed to overextension and exhaustion in administrators. Specifically, the demands of parents were considered unreasonable in terms of their presentation and substantive content.

A female elementary principal (24 years):

> Parents who are rude and do not even try to understand what the teacher or school is doing [contribute to feelings of exhaustion].

A male junior-senior high principal (17 years) isolated "parent interference" as contributing to feelings of overextension and exhaustion. A female elementary principal (17 years) wrote about a "very demanding parent body [which] want[s] everything immediately."

A male senior-high assistant principal (16 years):

> Reporting to parents of the progress of their child in all facets of learning -- being asked to be psychiatrist and psychologist as well as teacher.

Parental and public indifference exacerbated feelings of exhaustion.

A male junior-senior high principal (20 years):

> Many of the clients do not come from warm supportive homes. Result: much time, energy spent on values, attitudes clarification.

A male elementary principal (27 years):

> Lack of parental responsibility towards their children and themselves. Even when they [parents] request help and are put in touch with helping agencies there is very little follow through.

Crowson and Porter-Gehrie (1980:65) described the principalship as the "pivotal exchange point" of the school hierarchy. Through the principal's office, parental demands, expectations, and concerns flow into and through the school. In the capacity as gatekeeper between these external pressures and the collective interests of the school, the school administrator is required to perform a sensitive control function. Sometimes, the process of reconciling parental and public demands and intraschool needs contributed to feelings of overextension and exhaustion for some administrators.

Interactions with students. The deviant behaviors of students were a concern for administrators. A female elementary assistant principal (17 years) wrote of the "discipline of students -- e.g., having students listen instead of talk out in class." A male junior-high assistant principal (22 years) commented on the "nature of [the] junior-high student" as a factor in his feelings of overextension and exhaustion. A male senior-high assistant principal (25 years) experienced similar difficulties in "dealing with [the] behavioral problems" of students.

Generally, student-related problems were not major contributors to feelings of overextension and exhaustion in administrators.

Intraschool factors. A shortage of resources and a poor communication network were highlighted as contributors to feelings of exhaustion among school administrators.

A male elementary principal (25 years):

> The limited resources schools have and the expertise to 'take over' many of [their]

needs.

A female elementary principal (29 years) was concerned by "not always knowing clearly what is expected of me."

Changing curricula. A small number of administrators indicated a concern with the repeated alterations to established curricula. A male elementary principal (16 years) wrote of "the many directives and new curricul[a] coming from various subject areas."

A female elementary assistant principal (20 years):

> Each year [there are] new subjects or new subject levels . . . like having to learn [the] job all over again.

Feedback. A lack of adequate positive feedback did not feature as a major contributor to feelings of overextension and exhaustion among administrators. A male junior-high assistant principal (10 years) was concerned by "not knowing if my superordinates have any plans for my advancement." A female elementary principal (13 years) wrote of the "lack of recognition for a job well done."

Relationship Between Work Situations and Predictors of Emotional Exhaustion Burnout

The work situations listed above were further examined and classified to assess how representative they were of the one statistically significant predictor of Emotional Exhaustion burnout in administrators, as indicated in Table 8.3. A relationship between a work situation and the predictor was identified by the researcher when the comments made by administrators for each work situation were representative of the items included in the predictor.

The statistically significant predictor of Emotional Exhaustion burnout in administrators was "Satisfaction with Work Load." This predictor refers to the amount of work required and the extra tasks associated with school administration. As satisfaction with work load declined, feelings of overextension and exhaustion increased. Work situations representative of "Satisfaction with Work Load," and those contributing to feelings of overextension and exhaustion in administrators, were "Work load," "Interpersonal relationships," "Systemic factors," and "Time."

B. DEPERSONALIZATION BURNOUT IN ADMINISTRATORS

Predictors of Depersonalization Burnout

5.3. To what extent are job satisfaction, role clarity, and job challenge significant predictors of depersonalization burnout in administrators?

As shown in Table 8.4, the only statistically significant predictor of Depersonalization burnout for administrators was "Satisfaction with Status and Recognition." This factor of job satisfaction contributed 7.3 percent to the total variance in Depersonalization burnout. The negative Pearson Product-Moment correlation coefficient indicates that the less satisfied administrators were with their status and recognition, the greater their Depersonalization burnout.

The relatively small percentage of variance accounted for in Depersonalization burnout suggests that other factors not included in this study are important in its development. These factors may explain a substantial amount of the unexplained variance in Depersonalization burnout. Further, because "Satisfaction with Status and Recognition" was substantially correlated with the remaining factors, as indicated in Table 8.2, it may have accounted for some of the variance in Depersonalization burnout otherwise associated with the remaining factors.

"Satisfaction with Status and Recognition" refers to the sense of status, recognition, and accomplishment of school administrators. When administrators believed their jobs did not satisfy fully their needs for status and recognition, feelings of Depersonalization burnout developed. These findings lend support to Maslach's (1982b:65) belief that individuals have psychological needs which require fulfillment. Failure of the job to satisfy these needs may lead to burnout:

> We want to be . . . admired and respected by other people. We also want to be somebody . . . and to make our mark in the world, achieve success, and be recognized and praised for these accomplishments . . . The strength of these needs, and the way they are (or are not) satisfied, have important implications for burnout.

Table 8.4

Multiple Stepwise Linear Regression Analysis for Prediction of Depersonalization Burnout in Administrators from Factors of Job Satisfaction and of Job Characteristics (N=128)

Factors	Multiple R	R^2	Percentage Contribution	r
Satisfaction with Status and Recognition	.271	.073	7.3	-.271

Work Situations Contributing to Negative Attitudes and Impersonal Responses as Identified by Administrators

5.4. Which aspects of the job identified by administrators as contributing most to the development of negative attitudes and impersonal responses are related to the significant predictor(s) of depersonalization burnout?

Administrators and teachers were asked to identify two aspects of the job which contributed most to the development of negative attitudes and impersonal responses towards their clients. Content analysis of the 104 replies from 128 administrators to the question "Which two factors in your work contibute most to the development of negative attitudes and impersonal responses towards your clients?" revealed eight work-related situations administrators described as major contributors to these attitudes and responses. These work situations are presented in Table 8.5 in order of frequency of mention. Further, their relationship to the significant predictor of Depersonalization burnout, identified in the regression analysis of the preceding section, is also included as classified by the researcher.

Selected comments by administrators are provided below to illustrate each work situation that was identified with the development of negative attitudes and impersonal responses.

Interpersonal relationships. The most common complaint by administrators was that teachers displayed unprofessional conduct and were diffident in their responsibilities. For instance, a female elementary principal (24 years) wrote about "staff members who are critical and who are not involved in their work."

A male elementary principal (24 years):

> [Teachers] unwilling to accept their responsibilities as professionals. Some try to cut corners and the administration continually is required to be on the alert.

A male junior-high principal (34 years):

> Conflict in philosophies, laggardness, inappropriate and unbecoming behaviors [of teachers as] professionals (this is a rare occurrence, however [it] warrants comment). Lack of dedication and let someone else do it!

Table 8.5

Work Situations Identified by Administrators as Contributing to Negative Attitudes and Impersonal Responses and their Relationship to Predictor of Depersonalization Burnout (N=104)

Work Situations Contributing to Negative Attitudes and Impersonal Responses	Predictor Satisfaction with Status and Recognition	f	%
Interpersonal relationships	•	48[a]	46[b]
Attitudes of parents and public	•	25	24
Intraschool factors		17	16
Time		13	14
Interactions with students	•	13	13
Systemic factors	•	13	13
Self-concept		13	13
Feedback	•	6	6

[a] This means that 48 administrators identified "Interpersonal relationships" as a major contributor to the development of negative attitudes and impersonal responses.

[b] This means that 46 percent of administrators identified "Interpersonal relationships" as a major contributor to the development of negative attitudes of impersonal responses.

Often the refusal by teachers to participate in the collective philosophy of the school encouraged the development of negative attitudes in administrators.

A male junior-high assistant principal (15 years):

> Teachers often take a narrower view of issues than administrators. Their attitudes towards discipline, homework, etc. often don't include a careful assessment of other factors influencing students.

A male elementary principal (28 years):

> [Teachers'] disregard for the needs or feelings of others (I am most important -- no-one else counts).

Maslach (1982b:42) asserted that interpersonal relationships with co-workers, supervisors, and administrators

> can contribute to burnout in two ways. First of all, they are another source of emotional stress that adds to the development of emotional exhaustion and negative feelings about people. Second, they rob the individual of a very valuable resource for coping with and preventing burnout.

The preceding comments by administrators indicate that poor interpersonal relationships with staff can seriously impede the smooth operation of the school while contributing to the development of negative attitudes in administrators. The comments also lend support to the suggestion by Cherniss (1980b:121) that "differences in personal values" contribute to conflict, mistrust, and hostility in interpersonal relationships:

> Conflict is caused by differences in personal values . . . newer, more idealistic professionals in a human service agency often avoided contact with more experienced staff whom they perceived to be cynical and lacking in dedication.

Attitudes of parents and public. Of major concern to administrators were the excessive demands by some parents. A male junior-high principal (30 years) mentioned "the odd parent who is unrealistic." A male junior-elementary assistant principal (14 years) commented on "parents who do not give schools credit or trust."

A male elementary principal (15 years):

> Parents who do not even listen to your reasons for action, but accept their child's word as gospel truth.

Equally aggravating was the sense of resignation and indifference by the general public. One male junior-elementary assistant principal (15 years) identified the changing values in society as contributing to this mood of indifference: "Continual deterioration of societal values, the family and moral codes/mores."

A male elementary principal (26 years):

> There is only so much a teacher can do because of the kind of values and attitudes that pervade a selfish society. Indifference of many parents.

When the demands and attitudes of parents and the public were perceived as extreme and unwarranted, administrators developed negative and cynical responses in order to cope with these demands.

Intraschool factors. Increased demands from staff and colleagues contributed to feelings of depersonalization among administrators.

A female junior-elementary principal (19 years):

> Too many demands which take me away from the personal side -- the size of the school contributes to this.

A male elementary principal (21 years) commented that "time [devoted to the demands of the curriculum] becomes the paramount obsession" and contributed to negativism among staff. A male elementary assistant principal (years of experience undisclosed) agreed: "Task-orient[ed] curriculum with time constraints impersonalizes [school] climate."

Time. Insufficient time prevented some administrators from responding empathetically to the needs of staff and students.

A male elementary principal (26 years):

> Do not have sufficient time to visit teachers frequently in their classrooms . . . [or] to talk to students on a one-to-one basis.

A male elementary principal (17 years) wrote of the "lack of time . . . often too busy to 'listen to' the needs of clients." A female elementary principal (24 years) mentioned the "pressure of deadlines" contributed to her negative attitudes.

Interactions with students. Some administrators became frustrated and developed negative and cynical attitudes when students failed to respond to their advice and instruction. For instance, a female junior-high principal (6 years) developed negative attitudes "when you try and [the students] don't seem to care about learning."

A male junior-high principal (20 years):

> Students do not show respect for the authority of the teachers in a willing way. It must be constantly impressed upon them . . . Does all the effort of the teacher really mean much?

One male elementary principal (21 years) blamed the values of society as contributing to deviant student behavior: "Clients becoming more difficult to work with or mold re: societal attitude shifts."

These comments suggest that when administrators perceived themselves as failing to alter the deviant attitudes and behaviors of students, they developed impersonal responses and a sense of resignation.

Systemic factors. On occasions, the policies and practices of Gentral Office and the Department of Education seemed unjustified and partisan. Some administrators reacted to this belief by developing a poor self-image and by blaming others.

A male elementary principal (25 years):

> Struggling in salary and work condition contracts to receive a just salary for the work done.

A male elementary principal (26 years):

> A perceived view that central office speaks with a 'forked tongue' -- one thing is 'preached,' but 'preacher' doesn't do as 'he says.' This provides a context for cynicism re: central office which can, if not controlled, spill over to school situation.

A male elementary principal (20 years) mentioned the "increased pressure of Alberta Education regarding student and teacher evaluation" as contributing to negative attitudes towards others.

Self-concept. Failure to satisfy the goals established by others or by oneself contributed to negative attitudes and a demoralized self-concept among some administrators. A male elementary principal (28 years) wrote about "setting unrealistic or unattainable expectations [for] those I work with" as a cause of his negative attitudes and loss of self-esteem. A male elementary assistant principal (9 years) wrote of the "pressure of wanting all students to accomplish at a high level." A male assistant principal (20 years, type of school undisclosed) mentioned it was "difficult to turn around personal behavior."

Feedback. Administrators indicated that when positive feedback was infrequent or non-existent, negative attitudes and impersonal responses sometimes resulted. Often their self-esteem declined. A male elementary principal (20 years) mentioned the "lack of positive feedback from parents and an over-emphasis on negative feedback."

A male elementary principal (24 years):

> Lack of appreciation! No positive reinforcement when things go right, you only hear from people when things go wrong.

These comments indicate that according to administrators, poor feedback was associated with the development of negative attitudes and impersonal responses. The comments lend support to Maslach's (1982b:19) claim that professional helpers "don't hear much when things are going right, but they sure hear plenty when things are going wrong."

Relationship Between Work Situations and Predictors of Depersonalization Burnout

The work situations listed above were further examined and classified to assess how representative they were of the one statistically significant predictor of Depersonalization burnout in administrators as indicated in Table 8.5. A relationship between a work situation and the predictor was identified when the comments by administrators for each work situation were representative of the items included in the predictor.

The statistically significant predictor of Depersonalization burnout in administrators was "Satisfaction with Status and Recognition." This predictor refers to the sense of status associated with school administration, and includes the sense of praise and recognition for doing a good job, the intellectual stimulation and sense of accomplishment provided by the job, one's involvement in decision-making processes, and the degree of accountability for the job.

Work situations representative of "Satisfaction with Status and Recognition," and those contributing to the development of negative attitudes and impersonal responses among administrators were "Interpersonal relationships," "Attitudes of parents and public," "Interactions with students," Systemic factors," and "Feedback." Some of these situations may represent those aspects of the job contributing to Depersonalization burnout which are not represented adequately by the remaining factors of job satisfaction and of job characteristics.

C. PERSONAL ACCOMPLISHMENT BURNOUT IN ADMINISTRATORS

Predictors of Personal Accomplishment Burnout

5.5. To what extent are job satisfaction, role clarity, and job challenge significant predictors of personal accomplishment burnout in administrators?

As shown in Table 8.6, "Satisfaction with Interpersonal Relationships" was the first statistically significant predictor of Personal Accomplishment burnout to enter the regression equation, contributing 16.2 percent to the total variance in Personal Accomplishment burnout for administrators. Other statistically significant predictors in order of entry into the regression equation were "Satisfaction with Security and Involvement," contributing an additional 4.6 percent; "Satisfaction with Advancement," contributing an additional 3.6 percent; and "Satisfaction with Autonomy," contributing a further 3.5 percent to the total variance in Personal Accomplishment burnout. These factors combined were associated with 27.9 percent of the total variance in Personal Accomplishment burnout for administrators.

The negative Pearson Product-Moment correlation coefficients indicate that the less satisfied administrators were with each factor of job satisfaction to enter the regression equation, the greater their feelings of Personal Accomplishment burnout.

In summary, the statistically significant predictors of Personal Accomplishment burnout for administrators were "Satisfaction with Interpersonal Relationships," "Satisfaction with Security and Involvement," "Satisfaction with Advancement," and "Satisfaction with

Table 8.6

Multiple Stepwise Linear Regression Analysis for Prediction of Personal Accomplishment Burnout in Administrators from Factors of Job Satisfaction and of Job Characteristics (N=128)

Factors	Multiple R	R^2	Percentage Contribution	r
Satisfaction with Interpersonal Relationships	.403	.162	16.2	-.403
Satisfaction with Security and Involvement	.456	.208	4.6	-.379
Satisfaction with Advancement	.494	.244	3.6	.044
Satisfaction with Autonomy	.528	.279	3.5	-.360

Autonomy."

Work Situations Contributing to a Lack of Personal Accomplishment as Identified by Administrators

5.6. Which aspects of the job identified by administrators as contributing most to feelings of a lack of personal accomplishment are related to the significant predictor(s) of personal accomplishment burnout?

Administrators and teachers were requested to identify two aspects of the job which contributed most to feelings of a lack of personal accomplishment on the job. Content analysis of the 99 replies from 128 administrators to the question "Which two factors in your work contribute most to feelings of a lack of personal accomplishment on the job?" revealed nine work-related situations administrators described as contributing most to these feelings. These work situations are presented in Table 8.7 in order of frequency of mention. Further, their relationship to the significant predictors of Personal Accomplishment burnout as indicated in the regression analysis of the preceding section is also included as classified by the researcher.

Selected comments by administrators are provided to illustrate each work situation that was identified with feelings of a lack of personal accomplishment.

Feedback. The lack of positive feedback and reinforcement from others contributed to feelings of a lack of personal achievement in over 30 percent of administrators who responded to the question stated above.

"Being treated as a number and not as a person," according to a male elementary principal (24 years), caused him to question his own "feelings and inadequacies." The lack of feedback was personally demoralizing. A male junior-high assistant principal (10 years) commented that there was "no -- none -- never any positive individual feedback!"

A male junior-high assistant principal (20 years):

> Very little recognition for good work. Very seldom does anyone say that we are doing a good job.

Table 8.7

Work Situations Identified by Administrators as Contributing to Feelings of a Lack of Personal Accomplishment and their Relationship to Predictors of Personal Accomplishment Burnout (N=99)

Work Situations Contributing to a lack of Personal Accomplishment	Predictors					
	Satisfaction with Interpersonal Relationships	Satisfaction with Security and Involvement	Satisfaction with Advancement	Satisfaction with Autonomy	f	%
Feedback	•		•		31[a]	31[b]
Systemic factors			•	•	23	23
Interpersonal relationships	•				23	23
Work load		•		•	15	15
Time	•	•			13	13
Self-concept				•	12	12
Attitudes of parents and public	•				11	11
Intraschool factors				•	10	10
Interactions with students	•				8	8

[a] This means that 31 administrators identified "Feedback" as a major contributor to feelings of a lack of personal accomplishment.

[b] This means that 31 percent of administrators identified "Feedback" as a major contributor to feelings of a lack of personal accomplishment.

Not being acknowledged by superiors contributed to a loss of faith in personal accomplishment.

A male elementary principal (25 years):

> If you do a good job you are seldom, if ever told that this is the case, but if the least thing goes wrong you are called for an explanation, especially if a parent has called Central Office.

A male elementary principal (20 years):

> Lack of feedback from superordinates on major tasks completed or new projects started.

Sometimes the lack of feedback took the form of inadequate financial rewards and opportunities for advancement. A junior-high principal (23 years, sex undisclosed) mentioned the "limited advancement opportunities."

A male elementary principal (20 years):

> Financial remuneration [is] inadequate -- not much difference in salaries (after tax) between a teacher and administrators, even though principals are expected to be back at work two weeks before teachers in summer.

As the preceding comments indicate, many administrators perceived the lack of feedback as a personal comment on their abilities and sense of importance. A loss of faith in personal accomplishment often resulted. Pines et al. (1981:118) stated that positive feedback in the form of rewards and significance is a potential buffer against burnout: "Organizations must recognize the needs for completion, rewards, appreciation, and meaning. When these needs are satisfied, they serve as powerful buffers against tedium and burnout."

Systemic factors. Administrators indicated their lack of input in the formulation of policies from Central Office was related to a loss of faith in personal accomplishment. A male elementary principal (22 years) wrote of the "lack of input into major decisions like staffing."

A male elementary principal (25 years):

> As a school administrator [I] don't have much input into major educational decisions . . . when it counts.

A male kindergarten-junior-high assistant principal (15 years):

> Lack of input to long range policy decisions for system (school and political, eg.,

ATA, Alberta Ed).

Of particular concern were policies designed to control the supply of funds and services to schools.

A male junior-elementary assistant principal (14 years):

> Lack of money to have things for school environment, professional development and special projects. The feeling that you almost automatically turn down projects because you will have to raise funds.

Maslach (1982b:66) commented on the needs to be independent and autonomous as hallmarks of personal growth. When this sense of autonomy and control was threatened, asserted Maslach (1982b:66), personal accomplishment declined and burnout ensued:

> People who feel they have some say in their work and can exert control over it are happier with their jobs and with themselves. But if they feel helplesss, powerless, and trapped (by the demands of other people or by the restrictions of the job), the betting is that they will burn out.

Further, the inability of administrators to contribute to important systemic policies not only led to feelings of powerlessness and helplessness, but also contributed to a decline in personal accomplishment. Welch et al. (1982:44) claimed principals burn out implementing policies they seldom contribute to in any meaningful fashion.

Interpersonal relationships. Some administrators questioned their personal accomplishment when they perceived themselves as failures in interpersonal relationships. A male junior-high principal (36 years) remarked about his sense of failure when teachers "let [me] down." A male junior-high principal (25 years) wrote of the "lack of cooperation among your staff."

A male junior-high assistant principal (14 years):

> Problem students and problem teachers require continual monitoring and change is extremely slow. Mistakes are repeated. I only hear about problem children. Rarely are successes shared.

These comments indicate that administrators experienced difficulties in their interpersonal relationships, and consequently developed a poor sense of accomplishment. Welch et al. (1982:48) claimed that the lack of sufficient professional training in human relations skills "condemn[s] the principal to at least partial failure all the time."

Work load. Some administrators indicated that a lack of personal accomplishment was a consequence of an excessive work load.

A male elementary principal (14 years):

> Too much teaching and administration demands lead one to feel that he is not doing an outstanding job of teaching and/or administration. Perhaps we are spread too thin.

The demands of "administrivia" were mentioned by a male junior-elementary assistant principal (15 years) as leading to a deflated sense of achievement. A female elementary principal (29 years) was "bogged down by . . . writing required proposals."

A male junior-high principal (20 years):

> As a junior-high administrator, I have to complete my administrative paper work before, after school, at home and [on] weekends. There is no opportunity to do these at school during the day because of the variety of concerns, problems, brought forth by parents, teachers, students.

A male junior-high assistant principal (14 years) indicated that "at the end of the day (busy) nothing seems to get accomplished."

These comments by administrators support the assertions by Welch et al. (1982:45) that an excessive work load and a restricted sense of autonomy are major contributors to feelings of powerlessness and burnout:

> Faced with too much to do, with declining resources and decaying autonomy, the satisfactions associated with being a principal are being eroded, with little to take their place. The result -- burned-out principals.

Time. The lack of time to enjoy satisfactory interpersonal relationships with co-workers contributed to a declining sense of accomplishment in some administrators. A female elementary principal (30 years) mentioned there was "not enough time to assist teachers," and a male junior-elementary principal (28 years) commented on "the lack of time to really sit down and discuss issues with staff."

Interactions with students were affected by the shortage of time. A male junior-elementary assistant principal (8 years) stated there was "not enough time with the students -- not enough 'fun' time."

A male junior-high assistant principal (15 years):

> Lack of time to do a really good job of teaching and still perform administrative functions effectively.

As the preceding comments indicate, the perceived shortage of time contributed to a questionable sense of accomplishment among administrators in their interactions with staff and students.

Self-concept. When administrators felt their contributions to the organizational network of the school and the school district were considered unimportant, they lost faith in their achievements and in their self-image.

A female elementary assistant principal (25 years):

> Being asked for input which never seems to be considered in the decision-making process. Not really having any control over matters which affect clients. I feel I have a lot to offer but can't contribute in a worthwhile way.

A male elementary assistant principal (20 years):

> Inability to control all the variables or identify all the variables in the decision-making process.

Failure to satisfy the needs of students also contributed to a demoralized sense of personal accomplishment.

A male junior high assistant principal (15 years):

> Frustration at being unable to provide enough help to students who need it -- especially those whose personal/emotional problems are affecting school performance.

Maslach (1982b:147) claimed that

> organizations must recognize the important role that work plays in giving a worker a sense of identity and self-worth. The institution must strive actively to do all in its power to enhance each worker's sense of personal accomplishment and the feeling that 'I work at this job because it is what I want to do, and not because I have to.'

As the comments by administrators indicate, and in support of Maslach's (1982b) statements, when administrators felt their work failed to provide adequate opportunities for personal and professional growth, a poor self-concept resulted.

Attitudes of parents and public. Frequent demands by parents and various publics caused administrators some concern. A male senior-high assistant principal (20 years) wrote of the "too high expectations from [the] public." A male elementary assistant principal (17 years) mentioned "overbearing parents," and a male junior-elementary principal (18 years) complained of a "lack of parent commitment." These complaints by administrators indicate that poor pubic opinion contributed to feelings of a lack of personal accomplishment.

Intraschool factors. Some administrators indicated that poor communication networks in and among schools frustrated their sense of accomplishment.

A female elementary assistant principal (17 years):

> Not being able to discuss with others in similar situations how they are doing things, e.g., teachers at the same grade level getting together to share.

A male junior-high principal (26 years) mentioned the "need for improved organizational skills."

Interactions with students. Deviant student behavior contributed to feelings of a lack of achievement. A male elementary assistant principal (9 years) wrote about "spending time on discipline rather than on subject matter." A male junior-high assistant principal (25 years) commented that "from year to year there is no improvement or change in student behaviors."

Relationship Between Work Situations and Predictors of Personal Accomplishment Burnout

The work situations reported above were further examined to assess how representative they were of the significant predictors of Personal Accomplishment burnout in administrators as indicated in Table 8.7. Procedures used to identify a relationship between work situations and predictors were identical to those reported previously.

The statistically significant predictors of Personal Accomplishment burnout in administrators were "Satisfaction with Interpersonal Relationships," "Satisfaction with Security and Involvement," "Satisfaction with Advancement," and "Satisfaction with Autonomy."

"Satisfaction with Interpersonal Relationships" refers to the quality of interpersonal relationships among administrators, colleagues, staff, and students. When administrators felt their interpersonal relationships with colleagues and other personnel were less than satisfactory, feelings of Personal Accomplishment burnout resulted. Work situations representative of "Satisfaction with Interpersonal Relationships," and those contributing to a lack of personal accomplishment, were "Feedback," "Interpersonal relationships," "Time," "Attitudes of parents and public," and "Interactions with students."

"Satisfaction with Security and Involvement" represents the chance to help other people and to tell people what to do, the chance to use abilities, and the sense of job security in school administration. Often the opportunities to use personal abilities and to help others were frustrated by a heavy "Work load," and the shortage of "Time."

"Satisfaction with Advancement" refers to the opportunities for advancement in the system. Work situations related to this predictor of Personal Accomplishment burnout, and those related to a lack of personal accomplishment among administrators were "Feedback," and "Systemic factors."

"Satisfaction with Autonomy" represents the freedom to use one's judgments and methods on the job. Failure of the job to provide opportunities for independent judgment contributed to Personal Accomplishment burnout in administrators. Work situations representative of "Satisfaction with Autonomy," and those related to feelings of a lack of personal accomplishment were "Systemic factors," "Work load," "Self-concept," and "Intraschool factors."

D. SUMMARY

Results of regression analyses used to determine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout in administrators were presented in this chapter. Selected comments by administrators were included to add meaning to the quantitative data.

The statistically significant predictor of Emotional Exhaustion burnout in administrators was "Satisfaction with Work Load." The statistically significant predictor of Depersonalization burnout was "Satisfaction with Status and Recognition." The statistically significant predictors of Personal Accomplishment burnout were "Satisfaction with Interpersonal Relationships," "Satisfaction with Security and Involvement," "Satisfaction with Advancement," and "Satisfaction with Autonomy."

Work situations contributing to feelings of overextension and exhaustion associated with the significant predictor of Emotional Exhaustion burnout in administrators were "Work load," "Interpersonal relationships," "Systemic factors," and "Time."

Work situations contributing to the development of negative attitudes and impersonal responses associated with the significant predictor of Depersonalization burnout were "Interpersonal relationships," "Attitudes of parents and public," "Interactions with students," "Systemic factors," and "Feedback."

Work situations contributing to feelings of a lack of personal accomplishment associated with the significant predictors of Personal Accomplishment burnout were "Feedback," "Systemic factors," "Interpersonal relationships," "Work load," "Time," "Self-concept," "Attitudes of parents and public," "Intraschool factors," and "Interactions with students."

Chapter IX

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This final chapter is divided into five sections: (1) a summary of the study, (2) a summary of the findings, (3) a discussion of the findings in relation to the literature and research, (4) conclusions, and (5) a discussion of the implications of the study for future research and practice.

A. SUMMARY OF THE STUDY

Purposes and Objectives of the Study

The major purposes of the study were to describe the nature of burnout among teachers and school-based administrators, to explore the differences in burnout between teachers and administrators, and to examine the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout.

Five objectives were established to fulfill these purposes:

1. To describe the nature of burnout among teachers;
2. To describe the nature of burnout among administrators;
3. To analyse differences in burnout between teachers and administrators;
4. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among teachers, and to examine aspects of the job personally identified by teachers as major contributors to feelings and attitudes representative of burnout as defined by Maslach and Jackson (1981a:1);and
5. To describe the extent to which job satisfaction, role clarity, and job challenge were statistically significant predictors of burnout among administrators, and to examine aspects of the job personally identified by administrators as major contributors to feelings and attitudes representative of burnout.

Justification for the Study

According to a number of researchers, burnout has serious implications both for individuals and for the organizations in which these individuals work. Consequently, research which describes the nature of burnout, specifically in an educational context, and examines the extent to which job satisfaction, role clarity, and job challenge are significant predictors of burnout provides information necessary for a more complete understanding of the phenomenon. Further, an identification of personal and situational characteristics associated with burnout may uncover areas in further need of research, while highlighting areas of concern for practitioners and personnel responsible for the general well-being of employees.

Conceptual Framework

In this study, burnout was conceptualized as a consequence of prolonged work stress, as illustrated in the model of teacher stress by Kyriacou and Sutcliffe (1978a). The theory and research have indicated various work conditions which contribute to stress, and which may lead to burnout among employees. In particular, the conceptual framework of this study examined the nature of burnout among teachers and school-based administrators, the degree to which these teachers and administrators experienced burnout, and the extent to which job satisfaction, role clarity, and job challenge, as features of the work setting, were significant predictors of burnout.

Respondents

The respondents in the study were 635 teachers and 128 school-based administrators from a system-wide survey of the Edmonton Catholic School District.

Research Methodology

Both quantitative and qualitative data were collected by means of 72-item survey questionnaire which contained five sections: (a) respondent background information, (b) a job satisfaction instrument, (c) a job characteristics instrument, (d) the Maslach Burnout Inventory (MBI), and (e) a personal comments section.

Quantitative data were gathered by each of the research instruments described in sections (a) to (d). Paine (1982a:15) alluded to Christina Maslach as "the leading methodologist in the area," so it was considered appropriate to use the MBI she developed with Susan Jackson (Maslach and Jackson, 1981a,b) as a measure of burnout among teachers and administrators. This inventory consists of the following sub-scales: Emotional Exhaustion burnout, Depersonalization burnout, and Personal Accomplishment burnout. For each sub-scale, scores were provided for teachers and administrators based on the intensity of their feelings. Educators were not classified as "burned out," but were placed on a continuum from perceiving lower feelings of burnout to higher feelings of burnout.

The job satisfaction instrument used for collection of quantitative data was developed from the Minnesota Satisfaction Questionnaire: Short Form (Weiss et al., 1967), the Satisfaction with Teaching and Employment Conditions Questionnaire by Holdaway (1978a), and the Job Satisfaction Questionnaires of Gunn (1984) and Rice (1978). The job characteristics instrument was an amended version of the instrument developed by Walsh et al. (1980).

Qualitative data were collected through the open-ended response section of the questionnaire. In Section E of the questionnaire, respondents were requested to identify two factors of the job which contributed most to (1) feelings of overextension and exhaustion, (2) the development of negative attitudes and impersonal responses toward clients, and (3) feelings of a lack of personal accomplishment.

Data analysis techniques reflected the descriptive and exploratory nature of the study. Descriptive statistical techniques such as means, standard deviations, and frequencies were used to describe the sample. Exploratory statistical techniques such as correlation analysis, multiple stepwise linear regression analysis, analysis of variance, t-test comparisons, and factor analysis were used to examine relationships. Open-ended responses were subjected to content analysis.

B. SUMMARY OF THE FINDINGS

The following summary of the major findings is presented in relation to each of the five research problems investigated in the study.

Burnout Among Teachers and Administrators

Teachers reported lower levels of Emotional Exhaustion and Depersonalization burnout, and a higher level of Personal Accomplishment burnout compared with established norms. Administrators reported lower levels of burnout compared with the established norm for each burnout sub-scale.

No statistically significant differences were recorded for educators (teachers and administrators) classified by total number of years as an educator, and degree to which major teaching assignment was consistent with training. In addition, no significant differences were recorded for administrators classified by years of administrative experience, grade level taught, grade organization of the school, and size of school. The results of the analyses of variance for the remaining background variables are reported below.

Sex. Male educators, both teachers and administrators, reported a statistically significant higher level of Depersonalization burnout than female educators.

Years in current position. Teachers with six to 10 years in their current position reported significantly less Emotional Exhaustion burnout than teachers with 16 or more years, and less Depersonalization burnout than teachers with three to five years in their current position. Administrators with 16 or more years in their current position recorded significantly more Depersonalization burnout than those with 10 or fewer years in their current position.

Grade level taught. Kindergarten teachers exhibited significantly less Depersonalization burnout than intermediate (Grades 4-6), junior-high (Grades 7-9), and senior-high (Grades 10-12) teachers, and less Personal Accomplishment burnout than teachers from all other grade levels. Both junior- and senior-high teachers recorded significantly more Depersonalization burnout than primary (Grades 1-3) teachers.

Grade organization of school. Elementary (Grades 1-6) and junior-elementary (Grades 1-9) teachers recorded significantly less Depersonalization burnout than junior- and senior-high teachers.

Size of school. Teachers in schools of 201 to 400 students exhibited significantly less Depersonalization burnout than teachers in schools of 600 or more students.

Desire to leave school. Educators who desired to leave education entirely recorded significantly more Emotional Exhaustion and Personal Accomplishment burnout than educators from all other sub-groups. Teachers who chose to remain in the same school recorded significantly less Depersonalization burnout than teachers who wanted another job in education, or another job entirely.

Desire for promotion. Educators with a high to very high desire for promotion recorded significantly less Personal Accomplishment burnout than educators with a moderate to very low desire for promotion.

Opportunities for promotion. Teachers with poor to fair opportunities for promotion exhibited significantly higher levels of burnout for each sub-scale than teachers from all other subgroups. Administrators with moderate opportunities for promotion exhibited significantly more Personal Accomplishment burnout than those with good to excellent opportunities.

Frequency of interesting work. In general, educators whose work was rarely to frequently interesting recorded significantly more burnout for each sub-scale compared with educators whose work was interesting most of the time.

Overall work stress. Educators whose work was not stressful or mildly stressful recorded significantly less burnout for each sub-scale than educators whose work was moderately to extremely stressful.

Overall job satisfaction. Generally, teachers and administrators who were considerably to extremely satisfied with work recorded significantly less burnout for each sub-scale compared with all other sub-groups.

Differences in Burnout between Teachers and Administrators

Teachers recorded significantly more Emotional Exhaustion and Personal Accomplishment burnout than administrators. Teachers also recorded a higher level of Personal Accomplishment burnout compared with the established norm.

Predictors of Burnout for Teachers

The statistically significant predictors of Emotional Exhaustion burnout in teachers were "Satisfaction with Work Load," "Satisfaction with Status and Recognition," and "Job Challenge." These factors combined contributed 26.3 percent to the total variance in Emotional Exhaustion burnout. Work situations identified by teachers as major contributors to feelings of overextension and exhaustion were "Work load," "Interactions with students," "Intraschool factors," "Time," "Interpersonal relationships," "Self-concept," "Attitudes of parents and public," "Systemic factors," "Changing curricula," and "Feedback."

Statistically significant predictors of Depersonalization burnout were "Job Challenge," and "Satisfaction with Status and Recognition." These factors combined contributed 11.9 percent to the total variance in Depersonalization burnout. Work situations contributing to negative attitudes and impersonal responses in teachers were "Interactions with students," "Attitudes of parents and public," "Intraschool factors," "Interpersonal relationships," "Self-concept," and "Feedback."

Statistically significant predictors of Personal Accomplishment burnout were "Satisfaction with Status and Recognition," "Job Challenge," "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits." These factors contributed 19.4 percent to the total variance in Personal Accomplishment burnout. Work situations contributing to feelings of a lack of personal accomplishment were "Feedback," "Interactions with students," "Self-concept," "Intraschool factors," "Time," "Work load," "Attitudes of parents and public," "Systemic factors," "Interpersonal relationships," "Classroom teaching," and "Unseen results."

Predictors of Burnout for Administrators

The only statistically significant predictor of Emotional Exhaustion burnout in administrators was "Satisfaction with Work Load," contributing 15.0 percent to the total variance in this burnout sub-scale. Work situations identified by administrators as contributing to feelings of overextension and exhaustion were "Work load," "Interpersonal relationships," "Systemic factors," and "Time."

The only significant predictor of Depersonalization burnout was "Satisfaction with Status and Recognition," contributing 7.3 percent to the total variance in this sub-scale. Work situations contributing to negative attitudes and impersonal responses in administrators were "Interpersonal relationships," "Attitudes of parents and public," "Interactions with students," "Systemic factors," and "Feedback."

Statistically significant predictors of Personal Accomplishment burnout were "Satisfaction with Interpersonal Relationships," "Satisfaction with Security and Involvement," "Satisfaction with Advancement," and "Satisfaction with Autonomy." These factors contributed 27.9 percent to the total variance in Personal Accomplishment burnout. Work situations contributing to feelings of a lack of personal accomplishment were "Feedback," "Systemic factors," "Interpersonal relationships," "Work load," "Time," "Self-concept," "Attitudes of parents and public," "Intraschool factors," and "Interactions with students."

C. DISCUSSION OF THE FINDINGS IN RELATION TO THE LITERATURE AND THE STUDY CONTEXT

Relationship between Burnout and Selected Background Variables of Respondents

The findings of this study lend further support for the model of burnout as an individual adaptation to conditions of work which may be demanding, frustrating, and stressful. As Maslach (1982b:3) asserted, burnout "can be considered one type of job stress." The data reported below indicate that the interactions between situational characteristics and individual needs and perceptions contributed to differential experiences of burnout in the respondents.

Abdel-Halim (1978, 1981) and Hamner and Tosi (1974) indicated that individual adaptations to conditions of work may be influenced by organizational level of responsibility. Consequently, because teachers and school administrators occupy different levels of organizational responsibility, their experiences of burnout may be different. Findings from this research revealed that teachers exhibited significantly higher levels of Emotional Exhaustion and Personal Accomplishment burnout than administrators. Similar to the demands of work on administrators, teachers' work is generally busy and demanding, with little free time for rest and energy replenishment (e.g., Hilsum and Cane, 1971; Hilsum and Strong, 1978; Kalker, 1984; Kyriacou and Sutcliffe, 1978b). However, unlike administrators, who may have the resources and expertise needed to redress stressful job situations, teachers may feel powerless to change these situations. This sense of powerlessness, Cherniss (1980b:100) claimed, may lead to burnout.

Both male teachers and administrators reported significantly more Depersonalization burnout than their female counterparts. This finding supports Maslach's (1982b:58) claim that "men are more likely [than women] to have depersonalized and callous feelings about the people they work with." Similarly, Schwab's (1981:123) study of 469 teachers in Massachusetts found that male teachers exhibited more Depersonalization burnout than female teachers.

When teachers and administrators were grouped according to the background variables of total number of years as an educator, years of administrative experience, and degree to which major teaching assignment was consistent with training, no statistically significant differences were recorded. These findings are consistent with research by Schwab (1981:121) and MacPherson (1985:166).

When teachers were grouped according to grade level taught, junior-high (Grades 7-9), senior-high (Grades 10-12), and intermediate (Grades 4-6) teachers recorded significantly more Depersonalization and Personal Accomplishment burnout compared with kindergarten and primary (Grades 1-3) teachers. These findings concur with Schwab's (1981:125) research which revealed that junior-high and senior-high teachers had more frequent and more intense feelings of Depersonalization and Personal Accomplishment burnout than other sub-groups of teachers. Ratsoy and Friesen (1985:116) reported similar findings. Consistent with each of these research findings, Rathbone and Benedict (1980:60) claimed that the junior-high setting contributes to burnout in teachers.

Similar significant differences were recorded when teachers were grouped according to the grade organization of the school. Junior-high and senior-high teachers recorded significantly more Depersonalization burnout than other teachers. These findings raise questions beyond the scope of this study, but which need to be addressed. Do elementary teachers bring more positive attitudes to their jobs, and therefore are better prepared to cope with the needs of their students than are secondary school teachers? To what extent do the maturational and developmental changes in secondary school students contribute to burnout in teachers?

Teachers and administrators who indicated poor to moderate opportunities for promotion, a low to moderate desire for promotion, and rarely to frequently interesting work also recorded higher levels of burnout for each sub-scale than other educators, and substantially higher burnout scores than the corresponding norms. These findings suggest that educators need to be stimulated and rewarded by their work. Cherniss (1980b:44) asserted that failure of the job to satisfy the individual needs of recognition and meaningfulness may lead to burnout. Pines et al. (1981:67) contended that the lack of interest in work was related to burnout. Findings from this study indicate that when the needs of teachers and administrators to be stimulated and rewarded by their work were not satisfied adequately, higher levels of burnout were recorded.

Results of this study indicate that burnout and overall work stress are positively related. Generally, the greater the work stress exhibited by teachers and administrators, the greater their levels of burnout. These findings are consistent with research that shows work stress is a significant predictor of burnout (e.g., Cherniss , 1980a,b; Davidson and Cooper, 1981; Farber, 1984a; Hendrix et al., 1985; MacPherson, 1985; Ratsoy and Friesen, 1985; Veninga and Spradley, 1981; Welch et al., 1982). When educators were grouped according to overall work stress, teachers recorded higher levels of Emotional Exhaustion and Personal Accomplishment burnout than administrators. This finding suggests that teachers are more susceptible to work stress than school administrators, or that their perceptions of work stress may be influenced by their work roles. For instance, administrators may have developed specific coping mechanisms because of their work experiences and length of service, and so registered lower levels of work stress and burnout compared with teachers.

In general, both teachers and administrators exhibited higher mean scores on Personal Accomplishment burnout compared with the other two sub-scales. This finding supports research by Ratsoy and Friesen (1985:150) who found that teachers and school-based administrators in the Edmonton Public School District were above the norm on Personal Accomplishment burnout.

Personal Accomplishment burnout may be the consequence of a cumulative adaptation by the individual to a work situation that lacks interest, that is emotionally draining, and that fails to provide positive feedback, recognition, and opportunities for advancement. Unlike feelings of exhaustion, which appear to occur because of intense work pressure, feelings of a lack of personal accomplishment may be related to recurring work conditions that fail to satisfy individual needs. For instance, being confronted with the same classroom and the same administrative demands each year may heighten the individual educator's sense of discontent, and contribute to a loss of faith in personal achievement. Cherniss (1980b:92) mentioned that "for many individuals who work in the human services the main problem is not overload, conflict, or ambiguity, but boredom. Their work lives lack challenge, variety, and meaning." In this context, Personal Accomplishment burnout among educators in the sample may be more representative of lack of satisfaction with work to fulfill personal needs rather than the result of work stress.

Findings from this study indicate that feelings of Personal Accomplishment burnout were higher for educators in the first year of a new appointment, and for educators with 11 or more years in their current position. This finding is consistent with research by Carroll and White (1981:137), Cherniss (1980a:8), Farber (1984a:329), and Welch et al. (1982:8) who maintained that the loss of idealism and commitment to work occurs relatively early in the careers of helping service professionals. Welch et al. (1982:8) stated that as employees realize their expectations of fulfilling work experiences will never be satisfied, "the result is a void in their lives." Harrison (1983:38) related this loss of idealism to the onset of burnout: "When one highly values one's work but is unable to achieve the desired goals . . . burnout will [develop]."

Relationship between Burnout and Work Factors

Burnout and job satisfaction. Research on the relationship between job satisfaction and burnout has been inconsistent. For instance, Anderson and Iwanicki (1984), Blase (1982), Brookings et al. (1985), Jayaratne and Chess (1983), and Parasuraman and Alutto (1984) found a significant negative correlation between job satisfaction and burnout. However, Farber (1983:9) suggested that burnout often occurs "in the context of a relatively high level of job satisfaction." On the other hand, Meier (1984:218) claimed the relationship between burnout and job satisfaction was inconclusive and needed further research.

Results from this study support the research which indicates that job satisfaction and burnout are inversely related. Further, this study explored in detail the relationship between job satisfaction and burnout by using seven factors of job satisfaction as predictors of each sub-scale of burnout. In this fashion, a more complete understanding was obtained of the relationship between work conditions contributing to job satisfaction and those related to feelings of burnout. More of the variance in Emotional Exhaustion and Personal Accomplishment burnout for teachers was explained by the job satisfaction factors of "Satisfaction with Work Load," and "Satisfaction with Status and Recognition" respectively. The less satisfied teachers were with their work load and their status and recognition, the more they experienced Emotional Exhaustion and Personal Accomplishment burnout. An inspection of the items included in each predictor indicates that teachers' experiences of burnout were influenced by their satisfaction with the amount of work required, the extra tasks of the job, the degree of status, recognition, and intellectual stimulation in the job, and the sense of accomplishment and praise associated with teaching. Job satisfaction was also a significant predictor of each burnout sub-scale among administrators. These findings lend support to the assertion by Carroll and White (1982:42) that burnout occurs because of "the dynamic interaction of personal and environmental variables."

Further analyses revealed that educators who were considerably to extremely satisfied with work exhibited less burnout for each sub-scale compared with educators who were dissatisfied to moderately satisfied. According to Cherniss (1980b:33), the causal relationship appears to be that "burnout can greatly affect job satisfaction." Although this study did not examine causal relationships, the significant inverse relationship between job satisfaction and burnout provides evidence for more detailed examination of this relationship.

Burnout and job characteristics. Job characteristics refers to the factors of "Role Clarity" and "Job Challenge" originally used together in research by Walsh et al. (1980). "Role Clarity" represents the absence of role ambiguity, and is defined by clearly-stated performance standards, unambiguous organizational goals, and clarity in communication among co-workers. "Job Challenge" refers to provisions made for individuals to use their abilities and skills on the job, and to keep learning new things at work.

Research indicates that role clarity, job satisfaction, stress, and burnout are related (e.g., Baum et al., 1981; Ivancevich and Donnelly, 1974; Kahn et al., 1964; Pines, 1981). Specifically, Kahn et al. (1964:380) stated that "the individual consequences of ambiguity . . . [include] low job satisfaction, low self-confidence, a high sense of futility, and a high score on the tension index."

Research by MacPherson (1985), Ratsoy and Friesen (1985), Schwab (1981), and Schwab and Iwanicki (1982a) revealed a significant positive relationship between role ambiguity and burnout for educators. For human service workers generally, Cherniss (1980b), Maslach (1982b,c), Perlman and Hartman (1980), and Welch et al. (1982) assserted that increased role ambiguity leads to anxiety and burnout in employees.

Findings from this research reveal that "Role Clarity" was not a statistically significant predictor of burnout for both teachers and administrators. These findings are consistent with those of Bedeian et al. (1981:255) who found no significant relationships among role ambiguity, organizational level, job dissatisfaction, and job tension for 202 male and female nursing personnel.

"Job Challenge" may be seen as a characteristic of the job design, or as an intrinsic individual characteristic. The job may provide extrinsic challenges because it allows individuals the freedom to exercise their abilities and skills, while encouraging them to learn new skills for the job. In contrast, the job may be perceived as intrinsically challenging because it motivates employees to extend themselves as a form of self-gratification. For instance, Beehr et al. (1976:41) claimed that "challenging work increases intrinsic rewards to be gained for successful performance."

When work lacks both extrinsic and intrinsic challenge, frustration, boredom, and burnout may result. As Pines et al. (1981:35) mentioned, "people burn out . . . from being underchallenged . . . from not really feeling well utilized." Results from regression analyses revealed that "Job Challenge" was a significant predictor of burnout among teachers, and the major predictor of Depersonalization burnout. This finding supports research by Jayaratne and Chess (1983:137) who found a lack of job challenge was positively related to Depersonalization burnout for 553 social workers in the United States. Further research may explore why "Job Challenge" was a predictor of burnout in teachers but not in administrators.

Work situations contributing to feelings and attitudes representative of burnout. This section refers to those work situations personally identified by the respondents as contributing to feelings of overextension and exhaustion, to the development of negative attitudes and impersonal responses towards clients, and to feelings of a lack of personal accomplishment.

Job context variables were sources of overextension and exhaustion associated with Emotional Exhaustion burnout among the respondents. Both teachers and administrators felt overextended by the volume and pace of their duties, and by the expectations of co-workers and superordinates to complete more tasks with successive school years. These findings suggest that the educator's varied work load may contribute to stress and burnout (e.g., Baum et al., 1981; Edelwich and Brodsky, 1980; Hiebert, 1984; Maslach, 1978b, 1982c).

Interpersonal relationships with co-workers, students, parents, and various publics were also mentioned as sources of overextension and exhaustion. In the review of the literature it was reported that interpersonal relationships and conflicts are major causes of stress and/or burnout in educators (e.g., Fergusson, 1984; Hiebert, 1984; Jankovic, 1983; Koff et al., 1980; Swent and Gmelch, 1977). Schuler (1980:198) asserted that when "interpersonal relationships are not satisfactory to the individual stress is often the result." Shapiro (1982:222) stated that "the often intense interpersonal relationships within work teams can generate a certain level of stress among staff members." Consistent with these remarks, both teachers and administrators in this study reported their interactions with staff, students, parents, and personnel in higher administration contributed to feelings of overextension and exhaustion associated with Emotional Exhaustion burnout. These findings concur with Maslach's (1982b:3) research which revealed that feelings of "emotional overload and subsequent emotional exhaustion" arose from the social interactions among staff and clients.

"Intraschool factors," "Time," and "Systemic factors" represent job context variables which determine how educators are to perform their tasks based on the limited resources and quality of working conditions they have at their disposal. The inability to alter and improve these conditions and to increase their resource allocations was related to feelings of overextension and exhaustion in many of the respondents. Feeling powerless to alter one's work conditions, Cherniss (1980b:100) maintained, "would contribute to greater stress and the maladaptive coping pattern associated with learned helplessness and burnout." Farber (1984b:324) mentioned that "burnout can be regarded as the final step in a progression of unsuccessful attempts to cope with negative stress conditions." When educators perceived the work situation presented a demand which exceeded their abilities and resources for meeting that demand, feelings of overextension and exhaustion developed. Thus, the findings of this study are consistent with research which indicates that burnout is a consequence of the interaction between situational and dispositional variables. For instance, Maslach (1978a:114) and Pines et al. (1981:61) asserted that burnout is best understood in terms of the influence of situational characteristics on individual characteristics.

The development of negative attitudes and impersonal responses associated with Depersonalization burnout was also related to work conditions many educators felt unable to control or change. Teachers found that dealing with the deviant behaviors and uncompromising attitudes of students led to feelings of depersonalization and cynicism. In contrast, administrators blamed the attitudes of staff as contributing to their negative attitudes. These findings are consistent with Freudenberger's (1977:90) definition of burnout which "includes such symptoms as cynicism and negativism." Moreover, feeling powerless to alter their physical working conditions, improve their interpersonal relationships, and enhance their self-esteem contributed to the development of negative attitudes and impersonal responses among the respondents.

In some cases, the attitudes of teachers and administrators in response to work conditions were similar in nature to "intrapsychic psychological defenses" against job stress. Cherniss (1980b:47) referred to these psychological defenses as the actions of withdrawal, detachment, lowering of goals, avoidance, and blaming others. Lazarus and Launier (1978:317) identified the intrapsychic modes of denial, intellectualization, and avoidance. The comments of some educators indicated that instead of suffering from guilt and frustration because of their perceived failure in coping with stressful work conditions, these respondents withdrew from the situation, or blamed the uncompromising attitudes of parents and the general public as preventing them from achieving better results. Both withdrawal and blame, according to Cherniss (1980b:19), are characteristic burnout responses to stressful working conditions.

The lack of sufficient positive individual feedback was identified by both teachers and administrators as the major contributor to feelings of a lack of personal accomplishment associated with Personal Accomplishment burnout. A person's self-concept is enhanced by positive and constructive feedback, while negative feedback bolsters feelings of incompetence and failure and contributes to burnout. Maslach (1982b:19) identified the "almost exclusively negative [feedback]" of the helping professions as a major source of frustration, disenchantment, and burnout. Pines (1981:204) stated that "feedback about work provides individuals with information about their levels of performance and success and is crucial for their sense of meaningfulness and achievement at work." Receiving inadequate feedback was related to a loss of faith in personal accomplishment in many of the respondents.

Both teachers and administrators reported a lack of achievement in dealing with students' problems, in their interactions with co-workers, and in their responses to intraschool and systemic factors such as class size and policy implementation. However, instead of blaming situational factors as major contributors to feelings of inadequacy, some of the respondents over-estimated the importance of dispositional characteristics. These findings concur with Maslach's (1982c:42) belief that helping service professionals lose much of their sense of self-esteem because they "lay blame on some flaw within themselves" relative to situational variables.

MacNeill (1982:78) stated that "much work still needs to be done in the descriptive area of burnout research, particularly in the area of identifying variables that are intrinsic to human service work that may affect burnout." The findings of this study have partly fulfilled this need by identifying work situations personally identified by teachers and school-based administrators as major contributors to feelings and attitudes representative of burnout.

D. CONCLUSIONS

1. Teachers in the sample from the Edmonton Catholic School District recorded lower levels of Emotional Exhaustion and Depersonalization burnout, and a higher level of Personal Accomplishment burnout compared with the established norms.

2. Administrators in the sample from the Edmonton Catholic School District recorded lower levels of burnout for each sub-scale compared with the established norms.

3. Teachers recorded significantly more Emotional Exhaustion and Personal Accomplishment burnout than administrators.

4. Higher levels of burnout for each sub-scale were recorded by teachers who indicated a desire to leave education, who perceived poor opportunities for promotion, whose work was rarely to occasionally interesting, whose work was moderately to extremely stressful, and who were dissatisfied to moderately satisfied with work. Further, significantly higher levels of Emotional Exhaustion burnout were recorded by teachers with 16 or more years in their current position, and senior-high teachers. Significantly higher levels of Depersonalization burnout were recorded by males, teachers with 11 to 15 years in their current position, senior-high teachers, and teachers in schools with enrolments of 600 or more students, and fewer than 200. Significantly higher levels of Personal Accomplishment burnout were recorded by intermediate

(Grades 4-6) teachers, and teachers whose desire for promotion was low to moderate.

5. Higher levels of burnout for each sub-scale were recorded by administrators whose work was rarely to occasionally interesting, and who were slightly to considerably satisfied with work. Further, significantly higher levels of Emotional Exhaustion burnout were recorded by administrators who wanted to leave education, and whose work was very to extremely stressful. Significantly higher levels of Depersonalization burnout were recorded by males, administrators with 16 or more years in their current position, and administrators whose work was very to extremely stressful. Significantly higher levels of Personal Accomplishment burnout were recorded by administrators who wanted to leave education, whose desire for promotion was very low to moderate, and who indicated moderate opportunities for promotion.

6. "Satisfaction with Work Load," and "Satisfaction with Status and Recognition" were statistically significant predictors of Emotional Exhaustion burnout in teachers. "Satisfaction with Status and Recognition" was a significant predictor of Depersonalization burnout. "Satisfaction with Status and Recognition," "Satisfaction with Advancement," "Satisfaction with Security and Involvement," and "Satisfaction with Salary and Benefits" were significant predictors of Personal Accomplishment burnout.

7. "Satisfaction with Work Load" was the statistically significant predictor of Emotional Exhaustion burnout in administrators. "Satisfaction with Status and Recognition" was the significant predictor of Depersonalization burnout. "Satisfaction with Interpersonal Relationships," "Satisfaction wih Security and Involvement," Satisfaction with Advancement," and "Satisfaction with Autonomy" were significant predictors of Personal Accomplishment burnout.

8. "Role Clarity" was not a statistically significant predictor of burnout for both teachers and administrators.

9. "Job Challenge" was a statistically significant predictor of each burnout sub-scale for teachers, and the major predictor of Depersonalization burnout.

10. Work situations personally identified by teachers and administrators as major contributors to feelings of overextension and exhaustion were a heavy work load, time constraints, intraschool factors, negative attitudes of students, parents, and various publics, and systemic factors. Work situations contributing most to the development of negative attitudes and impersonal responses were interactions with students, negative and indifferent attitudes from parents and various publics, poor interpersonal relationships, and negative feedback. Work situations contributing most to feelings of a lack of personal accomplishment were negative feedback, interactions with students, colleagues, parents, and various publics, work load, time, and systemic factors.

E. IMPLICATIONS FOR RESEARCH AND PRACTICE

Theory and Research

The analysis of the multidimensional nature of burnout, as described in the review of the literature in Chapter 2, has been expanded in this study through an examination of the extent to which job satisfaction, role clarity, and job challenge were significant predictors of burnout. Further, the concept of burnout as an individual response to stressful and demanding work conditions was examined through a content analysis of the written comments of the respondents. These comments revealed work conditions contributing to feelings and attitudes representative of burnout.

Burnout is the result of a perceived inability to cope with work conditions which may be demanding, unrewarding, stressful, routine, and unchallenging. Lazarus and DeLongis (1983:249) claimed that coping is a key mediating component in a stressful situation or encounter, and "refers to the way a person construes the significance of an encounter for his or her well-being, that is, as irrelevant, benign, harmful, threatening, or challenging." In this study, burnout was seen as a maladaptive form of coping with work stress. Educators became physically and emotionally exhausted, developed negative attitudes and impersonal responses, and experienced a loss of self-esteem in coping with job demands. Further research is needed to examine how the coping strategies used by teachers and administrators vary in their content and in their success in mitigating individual experiences of burnout.

This study examined the extent to which job satisfaction, role clarity, and job challenge were predictors of burnout. This examination may be limited in scope, as data were gathered by survey questionnaire. Therefore, a longitudinal study using a combination of research methods may uncover other potential sources of burnout not fully addressed in this study. Future research may examine whether aspects of the job related to feelings of job satisfaction, role clarity, job challenge, and burnout among educators apply to other groups of employees. Identifying work conditions unique to educators may provide information needed to implement specific remediation and intervention techniques in dealing with educator burnout.

The Maslach Burnout Inventory (MBI) was developed with a concept of burnout that emphasized the role of situational variables as opposed to the influence of individual variables on experienced burnout. Results from this study suggest that while Emotional Exhaustion burnout appeared to be the consequence of stressful and demanding work conditions, both Depersonalization and Personal Accomplishment burnout seemed to be more representative of the motivational needs of individuals to be stimulated, challenged, and rewarded by work. Future research may require an amended version of the MBI that takes into consideration the needs of individuals to be challenged by work that is interesting and which offers substantial recognition and rewards. These suggestions are consistent with research findings by Brookings et al. (1985:149) who found that "personal accomplishment is largely independent of emotional exhaustion and depersonalization." The authors (1985:149) recommended that "future research should explore the specific factors -- both within and outside the job setting -- which influence each component." Findings from this study suggest that both

Depersonalization and Personal Accomplishment burnout may be related more to factors contributing to satisfaction with work, while Emotional Exhaustion burnout is more closely associated with factors contributing to work stress.

A finding of this study was that administrators whose work was not stressful or mildly stressful also recorded the highest level of Personal Accomplishment burnout. This finding supports research which suggests that some stress is necessary if individuals are to achieve success and function effectively (e.g., Baum et al., 1981; Howard et al., 1978; Selye, 1980, 1982). Future research could examine why the absence of sufficient work stress was related to a higher level of Personal Accomplishment burnout in administrators relative to the other two sub-scales. The influence of organizational level of responsibility may have a bearing on results. Fundamental differences in the work roles of teachers and administrators may explain differences in the relationship between work stress and burnout for educators. Further, the influence of dispositional characteristics warrants attention. Are administrators more resilient to work stress than teachers, and thus require more work stress to perform effectively? Findings from this study are consistent with the claims by Pines et al. (1981:15) and Veninga (1979:45) that burnout is a consequence of the failure to satisfy one's expectations. Administrators who perceived a poor sense of personal accomplishment may have lacked the necessary amount of work stress needed to stimulate motivation and commitment to work.

"Role Clarity" was not a statistically significant predictor of burnout for teachers and administrators in this study. "Job Challenge" was a significant predictor of burnout in teachers but not in administrators. These findings suggest that "Role Clarity" and "Job Challenge" may have been of less immediate concern to the respondents than were the everyday considerations of work load, interpersonal relationships, and the need for recognition and feedback. Future studies could investigate whether "Role Clarity" and "Job Challenge" are more predictive of burnout among other employee groups, and at periodic times of the year. If the findings of future research are consistent with those of this study, then the utility in using "Role Clarity" and "Job Challenge" as predictors of burnout needs to be addressed.

Walsh et al. (1980:255) stated that role clarity is "an intervening psychological state" which contributes to job challenge and job satisfaction. In this study, both "Job Challenge" and job satisfaction may have explained most of the variance in burnout otherwise attributable to "Role Clarity." Thus, future research may explore the influence of "Role Clarity" on burnout when used independently of "Job Challenge" and job satisfaction.

This study examined the nature of burnout among teachers and school-based administrators. No attempt was made to assess the influence of burnout on home life, nor the reciprocal impact of extra-organizational stressors on the work roles of teachers and administrators. There is potential for research that examines the relationship between extra-organizational sources of burnout for educators, and intra-organizational sources of burnout. This examination may uncover valuable intervention and remediation strategies in dealing with burnout among educators.

Implications for Practice

1. A major finding of this study was that burnout among teachers and administrators was significantly related to factors of job satisfaction. For both groups, "Satisfaction with Work Load," and "Satisfaction with Status and Recognition" were significant predictors of burnout. Thus, a reduction in or more equitable distribution of work load, and the provision of adequate and constructive feedback should assist in moderating burnout among the respondents. Shapiro (1982:224) highlighted the benefits to be gained from varying tasks and responsibilities associated with work load:

> Flexibility in workload [may moderate burnout in three ways] . . . First, work will not appear too routinized, and tedium can be alleviated by concentration on different sets of tasks demanding different skills and levels of involvement. Second, for staff members involved in stressful jobs, a regular respite or change of pace afforded by other work responsibilities can reduce the intensity to manageable proportions. Third, a variety of tasks helps staff members gain a sense of ongoing mastery of new learning . . . a varied workload may reduce burnout at the same time it contributes to productivity.

2. "Job Challenge" was a significant predictor of burnout among teachers. Increasing the opportunities for teachers to use their abilities and skills at work while they learn new

things associated with the job may enhance job challenge and assist in reducing their levels of burnout.

3. Both teachers and administrators reported a greater desire to stay in the same school than to change schools. Nonetheless, those 33 percent of teachers and 26 percent of administrators who desired to change to another job in education or to change fields completely also exhibited the highest levels of burnout for each sub-scale. Thus, steps could be instigated to identify reasons for this desire to leave education and its relationship to burnout. Maslach (1977:4) claimed that cases of personal burnout can influence organizational climate and productivity, a view adhered to by Carroll and White (1982:43). Based on these statements, the desire among educators to leave school may not only contribute to burnout, but also have the potential to adversely affect school productivity and morale.

4. Educators who perceived they had poor to fair opportunities for promotion also recorded the highest levels of burnout for each sub-scale. This finding suggests that school boards and senior administrators may try to include as part of their school organization and their district philosophy various prospects for change and promotion among teachers and administrators. These opportunities may reduce cases of burnout associated with boredom, routinization, and dead-end career paths.

5. The frequency of interesting work was related to burnout. Both teachers and administrators who reported their work was frequently interesting or interesting most of the time recorded the lowest levels of burnout for each sub-scale. This finding suggests that action could be taken to stimulate more interest in work for many of the respondents. Pines et al. (1981:150) recommended that one way to motivate interest in work is "to have employees change tasks periodically . . . [and] that people add variety and challenge to their life and work." A responsibility exists for school boards, Central Office personnel, and related administrators to provide opportunities for teachers and school-based administrators to add variety and meaning to their work roles, thereby increasing interest in work and possibly mitigating feelings of burnout.

6. Overall work stress and overall job satisfaction were related to burnout among the respondents. The greater the work stress and the less the job satisfaction, the more teachers and administrators experienced burnout. Measures may be implemented to provide opportunities for educators to attend stress-reduction workshops and in-service activities in the district. These measures may assist educators in identifying potential sources of stress and burnout, and in evaluating the effectiveness of their individual coping strategies in dealing with work stress and burnout. Further, increasing the potential for educators to be satisfied with work by enhancing positive feedback, increasing intellectual challenge, and providing adequate recognition for services rendered should reduce feelings of burnout.

7. Interactions with students, a heavy work load, poor interpersonal relationships, and the negative attitudes of parents and various publics were identified by the respondents as contributing to feelings and attitudes representative of burnout. A more open communication network among schools, Central Office, and parents may encourage more parents to take an active role in the education of their children. This communication network should make parents and other interested parties more empathetic to the special needs and pressures of educators, and possibly stimulate positive feedback to teachers and administrators. In addition, increased resource allocations may lead to improved work conditions and to lower levels of burnout among educators.

F. CONCLUDING COMMENT

Most of the theory and research reveal that burnout is a consequence of work stress. This relationship was borne out by this study. However, when burnout was studied in relation to the work-related variables of job satisfaction, role clarity, and job challenge, other significant findings were apparent. In particular, the major observation from this study is that burnout among teachers and administrators in the sample from the Edmonton Catholic School District was related to job satisfaction and "Job Challenge." The less satisfied educators were with their work load, status and recognition, and interpersonal relationships, and the less challenging their work, the more they experienced burnout. Specifically, teachers and administrators exhibited a higher than normal level of Personal Accomplishment burnout based on the established norm. This finding indicates that measures could be taken to alleviate feelings of a lack of personal achievement among educators. Increased positive feedback, combined with enhanced opportunities for teachers to use their abilities and skills at work should stimulate feelings of personal accomplishment. Training in human relations skills and the provision of greater input into systemic policy matters should encourage a heightened sense of personal accomplishment among administrators. An improved sense of personal accomplishment may stimulate commitment to work, encourage more beneficial and productive interpersonal relationships with colleagues and clients, and moderate the potential of teachers and administrators to burn out.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRE:
JOB SURVEY FOR EDUCATIONAL PERSONNEL

JOB SURVEY
for
EDUCATIONAL PERSONNEL

September, 1985

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SECTION A

BACKGROUND INFORMATION

Please CIRCLE the appropriate number or fill in the blank.

CC

1. Position:
   1. Teacher (Includes Department Head) 1 - 4
   2. Principal
   3. Assistant Principal
   4. Other (Librarian, counselor, etc.) 5

2. Gender:
   1. Male
   2. Female 6

3. Total number of years as an educator, including teaching and administration. Include the current year as a full year:

   _____ years 7 - 8

4. Total number of years in your current position. Include the current year as a full year:

   _____ years 9 - 10

5. If a principal or assistant principal, identify the years of administrative experience that you have. Include the current year as a full year:

   _____ years 11 - 12

6. If teaching, identify what percentage of your major teaching assignment is consistent with your training:
   1. none
   2. 1 - 25 %
   3. 26 - 50 %
   4. 51 - 75 %
   5. 76 - 100 % 13

7. Grade level at which you do most of your work:
   1. Kindergarten
   2. Grades 1 - 3
   3. Grades 4 - 6
   4. Grades 7 - 9
   5. Grades 10 - 12
   6. Other (Please specify) _____ 14

8. If you were free to choose would you tend to:
   1. Stay in the same job
   2. Change schools
   3. Change to another job in education
   4. Change fields completely 15

9. In relation to your peers, how would you rate your desire for promotion?
   1. Very low
   2. Low
   3. Moderate
   4. High
   5. Very high 16

SECTION A

CC

10. How would you rate your opportunities for promotion within your school system?
    1. Poor
    2. Fair
    3. Moderate
    4. Good
    5. Excellent

17

11. How often do you find your work interesting?
    1. Rarely
    2. Seldom
    3. Occasionally
    4. Frequently
    5. Most of the time

18

12. In general, how stressful do you find your work?
    1. Not stressful
    2. Mildly stressful
    3. Moderately stressful
    4. Considerably stressful
    5. Very stressful
    6. Extremely stressful

19

13. Grade organization of your school:
    1. Grades 1-6 (or K-6)
    2. Grades 1-9 (or K-9)
    3. Grades 1-12 (or K-12)
    4. Grades 7-9
    5. Grades 7-12
    6. Grades 10-12
    7. Other (Please specify) ______

20

14. Size of school (student numbers):
    1. Less than 100
    2. 101 - 200
    3. 201 - 300
    4. 301 - 400
    5. 401 - 600
    6. 601 - 800
    7. 801 - 1000
    8. 1001 - 1500
    9. 1500+

21

SECTION B

JOB SATISFACTION QUESTIONNAIRE

Please rate your degree of satisfaction with your job according to the following scale:

Dissatisfied	Slightly Satisfied	Moderately Satisfied	Considerably Satisfied	Very Satisfied	Extremely Satisfied
0	1	2	3	4	5

CIRCLE the selected number.

In your present position, indicate how you feel about each of these aspects:

			CC
1.	Job security	0 1 2 3 4 5	22
2.	The chance to help other people	0 1 2 3 4 5	23
3.	The chance to tell people what to do	0 1 2 3 4 5	24
4.	The opportunity to use your abilities	0 1 2 3 4 5	25
5.	Fringe benefits	0 1 2 3 4 5	26
6.	Your salary	0 1 2 3 4 5	27
7.	The amount of work required	0 1 2 3 4 5	28
8.	Advancement opportunities	0 1 2 3 4 5	29
9.	Freedom to use your own judgment	0 1 2 3 4 5	30
10.	Freedom to use your own methods	0 1 2 3 4 5	31
11.	Relationships with subordinates	0 1 2 3 4 5	32
12.	Relationships with colleagues	0 1 2 3 4 5	33
13.	Relationships with superordinates	0 1 2 3 4 5	34
14.	Methods used in promotion	0 1 2 3 4 5	35
15.	Methods used in evaluating performance	0 1 2 3 4 5	36
16.	Extra tasks associated with your position	0 1 2 3 4 5	37
17.	Physical working conditions	0 1 2 3 4 5	38
18.	The praise you get for doing a good job	0 1 2 3 4 5	39
19.	Degree of autonomy	0 1 2 3 4 5	40
20.	Sense of accomplishment	0 1 2 3 4 5	41
21.	Degree of involvement in important decisions . . .	0 1 2 3 4 5	42
22.	Degree of accountability for your work	0 1 2 3 4 5	43
23.	Your status in the community	0 1 2 3 4 5	44
24.	Recognition by others of your work	0 1 2 3 4 5	45
25.	Social relationships at work	0 1 2 3 4 5	46
26.	Intellectual stimulation	0 1 2 3 4 5	47
27.	Overall satisfaction with your job	0 1 2 3 4 5	48

SECTION C

JOB CHARACTERISTICS

Please rate the degree to which you can identify with the work-related items, according to the following scale:

Not At All	Rarely	Sometimes	Frequently	Often	Always
0	1	2	3	4	5

CIRCLE the selected number.

								CC
1.	It is clear what is expected of me on my job	0	1	2	3	4	5	49
2.	My supervisor makes it clear how I should do my work	0	1	2	3	4	5	50
3.	Expected performance standards are clearly stated .	0	1	2	3	4	5	51
4.	My supervisor makes sure his people have clear goals to achieve	0	1	2	3	4	5	52
5.	On my job I get a chance to use my skills and abilities	0	1	2	3	4	5	53
6.	My job requires that I keep learning new things .	0	1	2	3	4	5	54

SECTION D

VIEW OF YOUR JOB

The purpose of this section is to discover how you view your job and the people with whom you work closely. In this section, the term "recipients" is used to refer to the people for whom you provide your service, care, treatment, or instruction. When answering, please think of these people as recipients of the service you provide, even though you may use another term in your work.

The following section contains 22 statements about job-related feelings. Please read each statement carefully and decide if you feel this way about your job. If you have never had this feeling write "0" (zero) in the "HOW STRONG" column before the statement. If you have had this feeling indicate how strong the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strong you feel about it.

HOW STRONG:	0	1	2	3	4	5	6	7
	Never	Very Mild, barely noticeable			Moderate			Major, Very Strong

SECTION D

VIEW OF YOUR JOB

Please indicate how strongly you have experienced each job-related feeling, according to the following scale. Indicate the strength of your feeling by writing the appropriate number on the line preceding each statement

HOW STRONG:	0	1	2	3	4	5	6	7
	Never	Very Mild, barely noticeable			Moderate			Major, Very Strong

NOTE: "recipients" refers to those people for whom you provide service or with whom you work closely, i.e., students or teachers.

HOW STRONG 0 - 7	Statements:	CC
1.____	I feel emotionally drained from my work.	55
2.____	I feel used up at the end of the workday.	56
3.____	I feel fatigued when I get up in the morning and have to face another day on the job.	57
4.____	I can easily understand how my recipients feel about things.	58
5.____	I feel I treat some recipients as if they were impersonal objects.	59
6.____	Working with people all day is really a strain for me.	60
7.____	I deal very effectively with the problems of my recipients.	61
8.____	I feel burned out from my work.	62
9.____	I feel I'm positively influencing other people's lives through my work.	63
10.____	I've become more callous toward people since I took this job.	64
11.____	I worry that this job is hardening me emotionally.	65
12.____	I feel very energetic.	66
13.____	I feel frustrated by my job.	67
14.____	I feel I'm working too hard on my job.	68
15.____	I don't really care what happens to some recipients.	69
16.____	Working with people directly puts too much stress on me.	70
17.____	I can easily create a relaxed atmosphere with my recipients.	71
18.____	I feel exhilarated after working closely with my recipients.	72
19.____	I have accomplished many worthwhile things in this job.	73
20.____	I feel like I'm at the end of my rope.	74
21.____	In my work, I deal with emotional problems very calmly.	75
22.____	I feel recipients blame me for some of their problems.	76

SECTION E

PERSONAL COMMENTS

Please respond to the questions below. You are encouraged to be frank and forthright in your responses and are assured that all returns will be treated confidentially.

NOTE: "clients" refers to those people for whom you provide service or with whom you work closely, i.e., students or teachers.

1. Which two factors in your work contribute most to feelings of being overextended and exhausted by your work?

(a.)____

(b.)____

2. Which two factors in your work contribute most to the development of negative attitudes and impersonal responses towards your clients?

(a.)____

(b.)____

3. Which two factors in your work contribute most to feelings of a lack of personal accomplishment on the job?

(a.)____

(b.)____

THANK YOU FOR YOUR COOPERATION

APPENDIX B

INTRODUCTORY LETTER TO PRINCIPALS, COVERING LETTER AND FOLLOW-UP LETTER

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

23 September, 1985

Dear Principal;

Enclosed is a questionnaire for you and each of your certificated staff members. The questionnaire deals with certain aspects of the work roles of you and your ~~staff~~. This research is being conducted with both the approval and assistance of Central Office, the Edmonton Catholic School District, and the Department of Educational Administration, the University of Alberta. Would you kindly distribute a copy of the questionnaire to each staff member?

Thank-you for your assistance in this research project;

Sincerely,

James C. Sarros

Research Supervisor,
Department of Educational Administration,
University of Alberta.

P.S. It is very important for the study that I receive a completed questionnaire from every member of your certificated staff. Thank-you.

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

23 September, 1985

Dear Educator;

I am on leave from the Victorian Education Department, Australia, and in the second year of the doctoral program in Educational Administration at the University of Alberta. My research is concerned with how aspects of your job as a principal, assistant principal, or teacher may lead to a sense of satisfaction and challenge. Some features of your relationships with teachers and/or students also are examined.

Permission to conduct this research has been granted by the Research and Test Coordinator, Edmonton Catholic School District, the Division of Field Services, the University of Alberta, and the Educational Administration Research Ethics Review Committee, the University of Alberta.

I realize that you are busy, but it is important to obtain responses from as many educators as possible if the results are to be meaningful. Your assistance in completing the questionnaire should help in obtaining a more accurate picture of the job of principals, assistant principals, and teachers in this province.

When you have completed the questionnaire, would you please return it to Central Office through the I.M.C. Delivery Service envelope provided. No reports of this research will reveal the identity of principal, assistant principal, teacher, or school, even by code number. A major report of the findings will be mailed to Central Office for circulation to school-based individuals and schools wanting details of the results.

The following schedule has been proposed for the circulation and return of the questionnaire:

Job Survey for Educational Personnel

Posting to schools	Monday, 23 September
Arrival at schools	Wednesday, 25 September
Return of completed questionnaires to Central Office by	Wednesday, 2 October

Thank-you very much for your assistance in this research project; it is most important for the study to receive a completed questionnaire from you.

Sincerely,

James C. Sarros

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

30 September, 1985

Dear

On 23 September, 1985, Central Office mailed a questionnaire to you dealing with the job satisfaction and challenge of school principals and teachers. Some features of your relationships with teachers and/or students also were examined. Accompanying each questionnaire was an addressed envelope for return of the questionnaire to Central Office.

I would appreciate a reminder to your staff to complete the questionnaire if they have not already done so. A high rate of return will make the data representative of educators in Edmonton, and therefore more meaningful and valuable in understanding the nature of the work role of you and your staff.

Thank-you very much for your assistance. A copy of the report will be mailed to the Central Office of the Edmonton Catholic School District, and will be made available to any school-based individual wanting details of the results.

Sincerely,

James C. Sarros

APPENDIX C

PERMISSION FOR USE OF MASLACH BURNOUT INVENTORY (INTENSITY)

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